

# Designing Lessons That Address Student Readiness, Interest, and Learning Profile

TOOL

Type of Differentiation	Ways to Address	Teacher Talk
<p><b>Readiness</b></p>	<ul style="list-style-type: none"> <li>Hook current topics and subject to topics and subjects where the student has experienced some success in the past</li> <li>Provide background reading, information, and skills practice to students who lack exposure to a topic.</li> <li>Help students who already have a background in the topic see how the work will enhance or refine their current knowledge, understanding, and skills.</li> <li>Become familiar with above-grade-level standards related to course topics.</li> </ul>	<ul style="list-style-type: none"> <li>“Let me show you the connection between song lyrics and poetry.”</li> <li>“Here is a list of keyboard shortcuts for those of you who haven’t had a computer class before.”</li> <li>“If you are already familiar with the periodic table, I will introduce you to other versions that can help you see the relationships between the elements in different ways.”</li> <li>For example, Standard 4, Key Idea 5 from the New York State core curriculum for the Living Environment is: “Organisms maintain a dynamic equilibrium that sustains life.”</li> </ul> <p>Elementary-level students:</p> <ul style="list-style-type: none"> <li>Describe basic life functions of common living specimens (e.g., guppy, mealworm, gerbil).</li> <li>Describe some survival behaviors of common living specimens.</li> </ul> <p>Intermediate-level students:</p> <ul style="list-style-type: none"> <li>Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.</li> <li>Explain the need for a constant input of energy for living organisms.</li> </ul> <p>Commencement-level students:</p> <ul style="list-style-type: none"> <li>Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Offer minilessons or practice sessions on missing prerequisite skills.</li> <li>• Offer minilessons on more advanced skills for those who are ready to move ahead.</li> </ul>	<ul style="list-style-type: none"> <li>• "Please see the board for this week's scheduled teacher talk time. If your name is listed, you <b>MUST</b> attend the minilesson. You may also attend any session that you think is right for you."</li> <li>• "Please see the board for this week's scheduled teacher talk time. If your name is listed, you <b>MUST</b> attend the minilesson. You may also attend any session that you think is right for you."</li> </ul>
<p><i>Summary: Work to provide instruction that is just a little too hard for a student's current readiness levels, along with the scaffolding needed for success.</i></p>		
<p><b>Interest</b></p>	<ul style="list-style-type: none"> <li>• Show how current topics are related to topics and subjects of student interest.</li> <li>• Show how current topics can enhance skills necessary for the pursuit of current interests.</li> <li>• Ask students to share their interests, hobbies, passions, and personal experiences to enhance everyone's experience with the topic.</li> <li>• Set up and support related mentorships or internships.</li> </ul>	<ul style="list-style-type: none"> <li>• "Some of you raise horses and are wondering how the life cycle of a horse compares to the life cycle of humans. . . ."</li> <li>• "On yesterday's exit card, several of you asked how CAD programs help architects save time and effort. Let's take a look at that."</li> <li>• "For those of you who are interested in finding out more about the fourth state of matter, I put some magazines in the resource center."</li> <li>• "What are some things that you hope we do during this unit?"</li> <li>• "I want you to research the leisure activities popular in a Spanish-speaking country that you have visited or would most like to visit someday. Later, we'll share what we learned in mixed-interest groups."</li> <li>• "You will each take on a different role to discuss the tobacco industry in North Carolina: tobacco farmer, tobacco industry lobbyist, person with emphysema, teen who smokes, or oncologist."</li> <li>• "Amanda, I've found someone at our local university who is willing to have you work with him in his lab."</li> </ul>
<p><i>Summary: Throughout the unit, incorporate examples and illustrations based on current and emerging student interests and provide appropriate materials to further students' independent explorations of unit topics.</i></p>		

Type of Differentiation	Ways to Address	Teacher Talk
<p><b>Learning Profile</b></p>	<ul style="list-style-type: none"> <li>• Allow students to gain access to content through varied means: listening, reading, discussing, journal writing, and so forth.</li> <li>• Offer a variety of graphic organizers—some that focus on recording information sequentially and others in more random or abstract formats.</li> <li>• As long as they do not call attention to themselves or disturb others, try to let students work where they wish in the room; alone or with a partner; and sitting, standing, or lying down. Allow students to listen to music if that enhances their concentration.</li> <li>• Provide areas of the room with few visual or auditory distractions for those who need that environment.</li> <li>• When possible, allow students the option of competing against others or competing against themselves</li> <li>• Provide product options whenever possible.</li> </ul>	<ul style="list-style-type: none"> <li>• “To get started with today’s work on alliteration in poetry, you may choose to listen to poems using alliteration, read poems that use alliteration, or write a poem using alliteration.”</li> <li>• “Now that you have seen the various note-taking organizers we have available, choose the one that you think will work best for you.”</li> <li>• “You may work alone or with a partner.”</li> <li>• “If you need a quiet place to work, you may use a study carrel in the back of the room or get a pass to the media center.”</li> <li>• “Last week we broke into teams to see which team knew the most math facts. Today, you may compete against another student or work by yourself to improve your score or your time.”</li> <li>• “It doesn’t matter to me how you show me that you know the parts of a plant and how they work together to keep a plant healthy. You could tell me, show me, or write or draw about it.”</li> <li>• “You may present your final product in front of the class or to me via video or appointment.”</li> <li>• “To write your newsletter, you will need someone who is a good artist, someone who is a good writer, someone who is a good researcher, and someone who is a good organizer.”</li> </ul>
<p><i>Summary: Provide multiple ways for students to gain access to unit content; make sense of that content; and show what they know, understand, and are able to do with that content at the end of a learning experience.</i></p>		