

Differentiate with BetterLesson

Methods like student grouping and using tech tools can be helpful for all types of differentiation! Remember too that data collection and analysis are essential!

What are you planning to differentiate?



Content




Process



Product


Get a handout that you can share with your colleagues:

Get Differentiation Handout




CONTENT
what you present to your students

Consider incorporating student choice and interests, and how to provide extra resources



PROCESS
how students make sense of information

Look at student levels, plus their learning preferences



PRODUCT
how students show what they've learned

Think about how to provide different levels of challenge and what options you might include

These are just a few ideas - click the boxes below to see more!

Student Choice
Find ways to give students choices in the material you present. For example, you might share a video, article, and podcast all on the same topic, and have your students pick one to use.

Student Interests
Include your students' interests in how they engage with the material. For example, if you're doing a unit on finding means and medians, give students data sets linked to topics like superheroes or soccer pros.

Extra Resources
Have some extension activities for your early finishers and some extra practice ready for students who need some more time with the material. Putting students into groups can help with this!

Student Levels
Tier the activities that you give to students to fit different present levels. You might give texts at different reading levels or adjust complexity of values in math work.

Learning Preferences
Make your activities multi-sensory! Get students moving their whole bodies, include songs as mnemonics, and have students teach each other.

Level of Challenge
Provide assessments that are at levels to match your students. Using tiered assessments, allowing students to self-pace, and providing scaffolds are all good examples of this.

Options
Use tools like assessment menus to let students choose how they will show off their skills. For example, you might have students choose between making a poster, recording a skit, or creating a board game.



[Return to the Differentiation Flowchart](#)

Watch a short clip for an example from a BetterLesson Coach

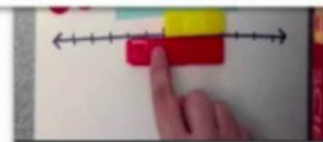
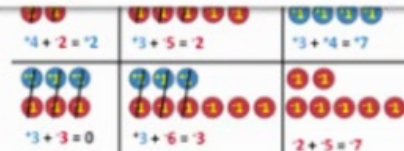
Differentiating by Content - Student Choice

Objective: Subtract signed numbers.

1. Here is an unfinished number line diagram that represents a sum of 8.



- How long should the other arrow be?
- For an equation that goes with this diagram, Mai writes $3 + ? = 8$. Tyler writes $8 - 3 = ?$. Do you agree with either of them?
- What is the unknown number? How do you know?



Professional Learning Reimagined

3:40



BL Strategies and Resources

Click the titles to visit the strategy page:

[Entry Points](#)

Ignite student enthusiasm for new learning by providing exciting entry points

[Student-Generated Inquiry-Based Questions](#)

Support students to generate their own questions to increase engagement and build background knowledge

[Workshop for Student-Centered Learning](#)

- Use the workshop strategy to give students ownership and choice over what and how they learn, practice, and master content


[Topic Research using Newsela with Secondary Students](#)


Students examine a compelling question by researching articles on a topic in order to prepare to develop a written piece



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Benefits of Literature Circles

- Cooperative Learning Opportunities
- Social Experiences
- Free Choice



4:50





BL Strategies and Resources

Click the titles to visit the strategy page:


[Interest Surveys](#)

Collect feedback from students to inform instructional choices, providing students with a voice in their learning

[Use Student Names and Interests in Class Materials](#)

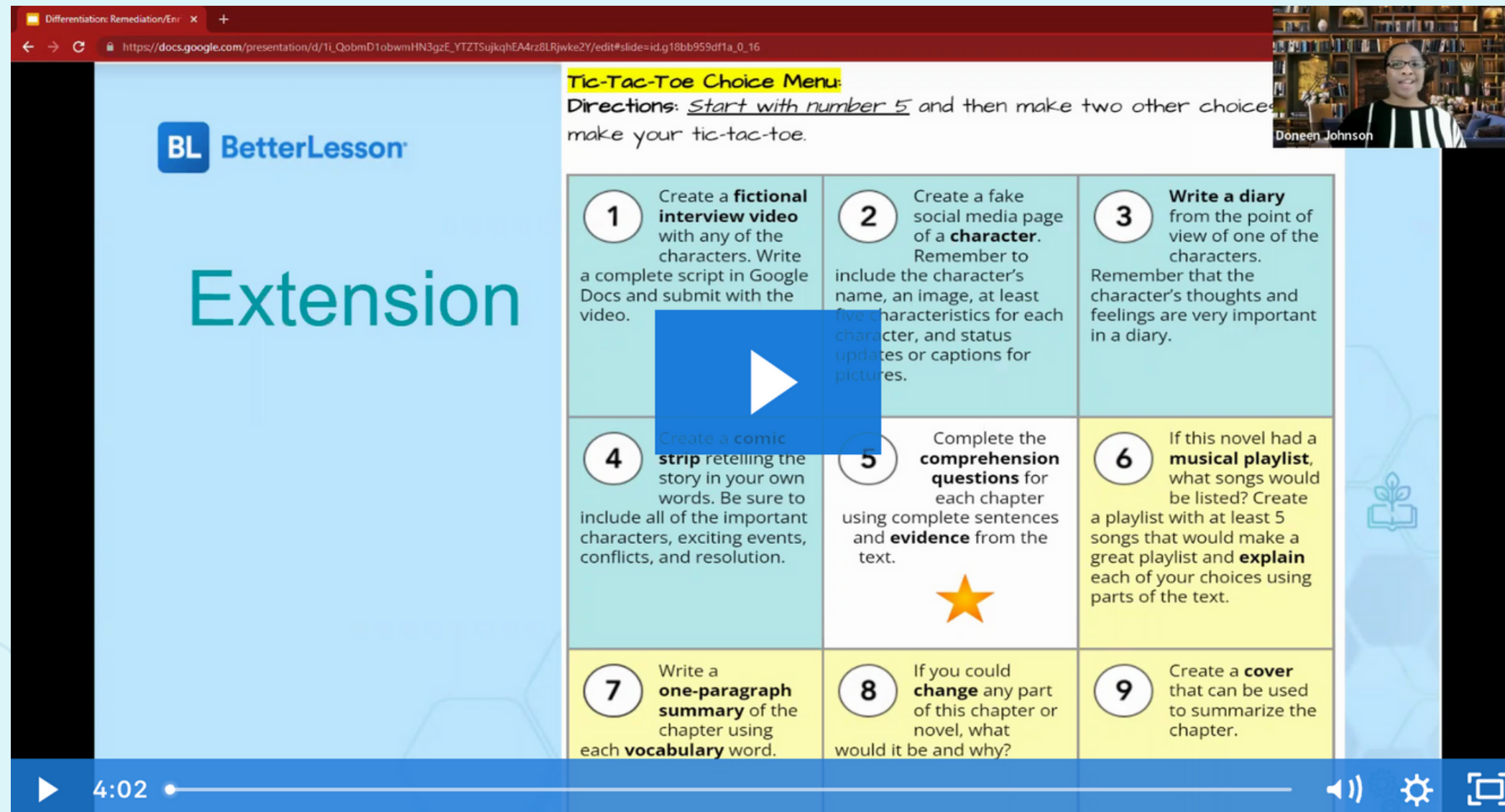
When students see themselves and their experiences in instruction, learning is more relatable

[Genius Hour](#)

 Support students to choose learning experiences based on personal interests while targeting skills like critical thinking

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BL BetterLesson

Extension

Tic-Tac-Toe Choice Menu:
Directions: *Start with number 5* and then make two other choices to make your tic-tac-toe.

1 Create a fictional interview video with any of the characters. Write a complete script in Google Docs and submit with the video.	2 Create a fake social media page of a character . Remember to include the character's name, an image, at least five characteristics for each character, and status updates or captions for pictures.	3 Write a diary from the point of view of one of the characters. Remember that the character's thoughts and feelings are very important in a diary.
4 Create a comic strip retelling the story in your own words. Be sure to include all of the important characters, exciting events, conflicts, and resolution.	5 Complete the comprehension questions for each chapter using complete sentences and evidence from the text.	6 If this novel had a musical playlist , what songs would be listed? Create a playlist with at least 5 songs that would make a great playlist and explain each of your choices using parts of the text.
7 Write a one-paragraph summary of the chapter using each vocabulary word.	8 If you could change any part of this chapter or novel, what would it be and why?	9 Create a cover that can be used to summarize the chapter.

4:02



BL Strategies and Resources

Click the titles to visit the strategy page:

[W.I.N. Whatever I Need to Practice](#)

Give students a structured approach to choice in what they work on in class

[Mild, Medium, and Spicy Strategic Grouping](#)

Strategic groupings and appropriate learning activities support student mastery

[Chunked Activity Checkpoints](#)

Chunked activity checkpoints support students to self-assess prior to moving on to the next part of the assignment

[Using Digital Tools to Support Self-Pacing](#)

When providing students with options for extension activities or more practice, using digital tools for progress tracking can be helpful



DIFFERENTIATE BY PROCESS

Student Levels

[Return to the Differentiation Flowchart](#)

Watch a short clip for an example from a BetterLesson Coach



BL Strategies and Resources

Click the titles to visit the strategy page:

[Scaffolded Writing for Elementary Students](#)

Graphic organizers for students to produce writing at their pace

[Mild, Medium, and Spicy Strategic Grouping](#)

Strategic groupings and appropriate learning activities support student mastery

[Visual Representations to Support Students to Solve Complex Math Problems](#)

Graphic organizers and manipulatives provide concrete visuals for students to solve complex math problems

[Newsela Class Text Sets for Elementary Students](#) and [Newsela Class Text Sets for Secondary Students](#)

Class text sets increase engagement in reading and content



DIFFERENTIATE BY PROCESS

Learning Preferences



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BL Strategies and Resources

Click the titles to visit the strategy page:

[Using Rhythm and Music to teach Language and Content](#)

Supports students to build their language and content knowledge by engaging with rhythm and music

[Digital Journaling to Support Student Self Assessment and Reflection](#)

Increase student agency and engagement, while making the reflection and self-assessment process more manageable

[Movement Makes Memories](#)

Incorporating movement taps into the neurological process of storing information

[Brain Breaks](#)

Use Brain Breaks as a quick, effective way to refocus and re-energize students' physical and mental states during a lesson



 **Return to the Differentiation Flowchart**

Watch a short clip for an example from a BetterLesson Coach

Objective:
I can understand and compute signed numbers.

Differentiating by Product - level of challenge

Appetizer I can compare and order integers.	Play the online integer game to level 3.	If today were 0 on a timeline, use integers to represent 10 events in your life in the past (-) and the future (+).	A, B, C, D, E correspond to points on a thermometer. Use these clues to plot the points: <ul style="list-style-type: none">• B and D are negative• D is warmer than C• B is warmer than C• E and D are the same distance from zero• E is colder than A Draw your own thermometer and include all the points with a corresponding integer value to show your answer.
Entree I can add and subtract integers.	Create an integer alphabet. Start with A=-12 and continue to Z = 13. Find the value of your first and last name, then add and subtract those values.	Make a mind map with -12 the center. Include at least 5 addition and 5 subtraction integer problems that equal -12.	Write and solve a short story that could be represented by: $24+(-9)-(-4)+33-17$
Dessert I can apply my understanding of integers to the real world.	Make a comic illustrating the difference between adding and subtracting integers.	Use the word "integer" to make an acrostic poem that explains where integers can be found in the real world.	Write a letter/script explaining adding and subtracting integers to another student.

3:13

3:25

Professional Learning Reimagined



BL Strategies and Resources

Click the titles to visit the strategy page:

[Tiered Assignments and Assessments in Math, Tiered Activities and Assessments for Upper Elementary Students, and Tiered Activities for Early Elementary English Learners](#)

Tiering activities is an effective way to differentiate instruction for all of our learners

[W.I.N. Whatever I Need to Practice](#)

Give students a structured approach to choice in what they work on in class

[Using Digital Tools to Support Self-Pacing](#)

Students track their own individual progress to monitor growth using digital tools that are easy to navigate and are motivational

[Return to the Differentiation Flowchart](#)

Watch a short clip for an example from a BetterLesson Coach

Standard: 1.RL.3: Describe characters, settings, and major events in a story, using key details.

Story Element Choice Board

Pick your favorite decodable story from Unit 1.
Complete 3 points (or more!) of activities using the decodable story of your choice.

Decodable stories in this unit:
The Frog on the Pond
School Days
Pete and Sam Go Fish

USE THE STORY, UNDERLINE THE CHARACTER'S NAMES AND CIRCLE THE SETTING. (1 point)	Take a multiple choice quiz on the story of your choice. (1 point)
Create a comic strip showing the major events of the story. (2 point)	Complete the story elements chart for your favorite story. (1 point)
Using your iPad, record yourself retelling the story in your own words. Be sure to include characters, setting, and major events. (2 points)	Create a poster for the story. Make sure to use the characters and setting. (2 points)

Step 1: Determine the skill. What standard or skill are you wanting to assess?

Step 2: Determine what end products students will use to show their learning.

Step 3: Create your exemplar of each product. You must do the assessment yourself in order to plan for student success!

Step 4: Fill in your choice board with each option for students. Assign point values and determine how many "points" students must get.

3:30



BL Strategies and Resources

Click the titles to visit the strategy page:

["Assessment Happy Hour" Menu](#)

Give students choice in how they are assessed by creating a joyful cafe-style approach to assessment

[Choice Boards](#)

Choice boards give students autonomy and choice in their learning while allowing teachers to differentiate, observe, and assess in real-time

[Using Multimedia to Teach a Newsela Article Topic with Elementary Students](#)

Students read a Newsela article, then share what they've learned using a multimedia medium of their choice