

Why Do We Need DI?

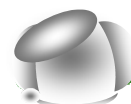
- Understanding the needs of struggling learners
 - Look for the struggling learner’s positives.
(e.g. 卡內基)
 - Don’t let what’s broken extinguish what works.
(e.g. 黃美廉、Nick)
 - Use various ways for learning.
 - See with the eyes of love.
(e.g. 曾裕真)



Are You Differentiating?

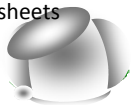
- You probably already are differentiating but you just don’t know it.
- Each time you provide a student with extra help, more time, or a modified assignment, you are differentiating instruction.
- All good teachers, whether they realize it or not, differentiate to some degree.

Anne Walker, AITEFL Conference, Nov. 2012




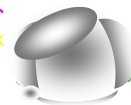
What Can Be Differentiated?

- Learning Goals and Content
 - Differentiated by texts
 - Differentiated by tasks
- Multiple Assessment
 - By time: Formative & Summative Assessment
 - By participants: Teacher, Peer & Self Assessment
 - By methods: observation, paper & pencil tests, activities, oral tests, worksheets
 - By content: texts & tasks



Homogeneous Grouping Activities

- Group Ss According To Their Prior Knowledge
- ‘USA Map’ for example
 - Give each S a blank USA map 
 - Fill in the state name
(abbrev. or full name, without discussion)
 - Blue – 25 ↑ 、 Pink – 6~24 、 Yellow – 5 ↓
 - Group Ss by color
 - Blue – blank 、 Pink – with initial letter 、 Yellow – with initial letter & word bank




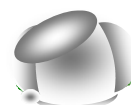
Homogeneous Grouping Activities

- Worksheets according to their abilities
- ‘Seasons’ for example
 - 3 levels of worksheets
 - Work individually
 - Level 1 → Level 1 + 2 → Level 1+2+3



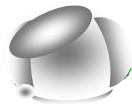
Heterogeneous Grouping Activities

- Task-Based Learning
 - Running dictation (Pair work) 
 - 1 runner + 1 writer
 - Project (Group work)
- Jigsaw Learning



Jigsaw Learning

- Put the class into groups of 5-6 (Homegroup)
- Give each student a tag of 1, 2 or 3
- Re-group with the same tag (groups of 5-6)
- Discuss the paragraph in new group
- Back to their homegroup and share
- Ask questions to check comprehension



Jigsaw + Literacy Circle

- [Tag 1](#), [Tag 2](#), [Tag 3](#) reading
- Homegroup roles & [Worksheet](#)
 - Vocabulary Finder
 - Paragraph Reader
 - Summarizer
 - Illustrator
 - Question Writer



Flexible Grouping

- Don't stick on only one grouping way
- You can group Ss
 - Randomly,
 - Homogeneously,
 - Heterogeneously,
 - or even work individually.



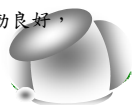
An Example Of Flexible Grouping

- English Nani B5 L2
I Am Not Sure Whether Nora Has Been To New York City
- Grammar Focus:
 - A. 名詞子句當受詞
 - B. if / whether 引導的名詞子句
- [Heterogeneous Grouping Worksheet](#)
- [Homogeneous Grouping Worksheet](#)
 - [Basic](#), [Intermediate](#), [Advanced](#)



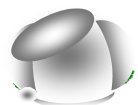
An Example Of Lesson Plan

- English Nani B2 L2
Our Band Needs a Good Singer
- Learning Objectives:
 - 能辨認(B)/書寫(IA)常見動詞、樂器與運動。
 - 能用英文介紹自己的嗜好和休閒活動。(A)
 - 能適當變化現在簡單式的動詞型態。(BIA)
 - 能參與各種課堂活動，專注於教師的指令、分組討論及作業書寫。(BIA)
 - 發展合諧團隊氣氛，在討論及活動中，互動良好，相互尊重。(BIA)



Cooperative & Differentiated

- Seat Arrangement: [Heterogeneous Grouping](#)
- Scoring & Worksheets: Homogeneous Grouping
- Period 1:
 - [Let's Get Ready](#), Vocabulary
 - Pre-test: [Pink \(6↑\)](#), [Yellow \(3-5\)](#), [Blue \(2↓\)](#)
- [Group Presentation Scoring](#):
 - [Pink \(1\)](#), [Yellow \(2\)](#), [Blue \(3\)](#)
 - Answer in Ch (X1), in Eng (X2)



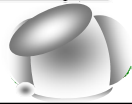
Dialogue Teaching & Learning

- **Period 2:**
 - **Pre-reading:** Group Discussion & Presentation
 - Q1 : What band do you like? Why?
 - Q2 : What can you play?
 - **While-reading:**
 - T plays the CD
 - Ss finger-read
 - Ss read aloud
 - T shows guided questions
 - Ss discuss for 10 minutes
 - T circulates among groups



Worksheet

- **Basic** – Words -> Sentence
- **Intermediate** – Answer the Qs.
- **Advanced** - Rewrite.



Dialogue Comprehension Check

- **Period 2:**
 - **Post-reading:**
 - Where are Richard and his brother going?
 - Why are they going there?
 - What music do they play?
 - What does Richard's brother play?
 - What does Richard play?
 - What does Michelle play?
 - What can Stacy play?
- X 1
- What musical instruments are used in the band?
 - Is Stacy a REALLY good singer? How do you know?
 - Does Stacy join Richard's band? How do you know?
- X 2



Grammar Focus

- **Period 2** – Look and say
- **Period 3** – Say and write

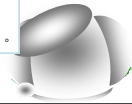
Part I: Learning procedure
→ Part II: Assessment

→ Check Answers

Worksheet

- **Basic** – Number & Circle
- **Intermediate** – Number & Write
- **Advanced** - Write the verbs

1. 給各組1分鐘討論答案，老師抽組宣佈討論出的答案。
2. 1組宣佈1位分享者的答案，答案正確者，該組加分，加分方式依所持卡之顏色為準。
3. 持藍卡者3分、黃卡2分、粉紅卡1分。
4. 同學互相檢查自行批改的學習單有無改錯，確定後收回給老師。



PresenterMedia



Class: _____ Group _____ Members: _____

名詞子句 Worksheet - Heterogeneous grouping

Ben, Lina, Rachel, Jenny 及 Michelle 各有其特性。

- 1) Ben 習慣引用大家說的話，他通常會在陳述一件事情之前加上_____。
- 2) Lina 對自己很有自信，她通常會在陳述一件事情之前加上_____。
- 3) Rachel 比較容易擔心一些事，她通常會在陳述一件事情之前加上_____。
- 4) Jenny 對事情觀察入微，她常常發現一些大家沒注意到的事，並告訴我們，她會說_____。
- 5) Michelle 很好奇，什麼都想知道，當別人在討論事情時，她最常說的就是_____。

請你預測當 Ben, Lina, Rachel, Jenny 及 Michelle 聽到下列問句時，他們會怎麼說？

1. Is Glory an interesting teacher?

Ben: _____

Lina: _____

Rachel: _____

Michelle: _____

2. Will Glory pass the test?

Lina: _____

Rachel: _____

Michelle: _____

3. Was Michelle at home yesterday?

Lina: _____

Jenny: _____

Michelle: _____