|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DIFFERENTIATING LESSONS BASED ON STUDENT:** | **HOW TO DIFFERENTIATE CONTENT** | **HOW TO DIFFERENTIATE PROCESS** | **HOW TO DIFFERENTIATE PRODUCT** | **KEY POINTS/”TIPS”** |
| **READINESS**(CHAPTER 8)*Illegible Writing* | Make sure that when written information is provided, it also demonstrates a good example of clear handwriting that is well organized. | Allow the student a longer amount of time, or a shorter amount of material, to write. This allows the student to focus on the writing. If that cannot happen, allow the student to use a computer. | The student could be allowed to use a computer to have the completed assignment printed and easy to read, or he could be allowed oral presentations. | \*Make sure that the student knows that handwriting and organization should be a priority.\*Make the time to recognize his improvement and continue progress. |
| **INTEREST** (CHAPTER 9)*Cooking* | When studying the differences among cultures, allow this student to see those differences in how the people make food and what kinds of food they eat. | While one student researches about the variations in different languages, allow this student to go through the different methods of making food and to try the different flavors. | This student could be allowed to bring the different foods that he thinks represent the different cultures; he could write a recipe using these foods together; he could demonstrate one of the unique styles of cooking.  | \*The student should recognize that there is more meaning behind just being allowed to cook.\*The student should learn how to apply his other interests to different topics, so he can open the doors of learning himself.  |
| **LEARNING PROFILE**(CHAPTER 10)*Kinesthetic* | This student could perform hands on research and observation. He could also be allowed extra time to go back and find a hands-on way to represent the information they gathered while researching. | This would be a good time to incorporate learning centers that the students can use to build models of the content. | Rather than writing out a report, this student could be allowed to act out his findings or build a 3D representation. | \*These tasks should be focused and used as a tool for understanding, not a distraction.\*By making this a priority, the teacher can plan ahead and allow some extra time. |

|  |
| --- |
| **LEARNING STYLE/PROFILE** |
| Visual |
| Kinesthetic |
| Concrete Sequential |
| Abstract Sequential |
| Auditory |
| Tactile |
| Abstract Random |
| Concrete Random |

|  |  |
| --- | --- |
| **INTERESTS** | **READINESS CHARACTERISTICS** |
| Dancing | ELL |
| Creative Writing | Blind or Sight Impaired |
| Science | Deaf or Hearing Impaired |
| Drawing | Pre-Reader |
| Art | Autism/Non-social |
| Medical Field | Reading 3 grades below grade level |
| Cars | Emotional Disorder/Easily Frustrated |
| SPORTS: Baseball, Football, Softball, Soccer, Basketball, Volleyball, Hockey, Snowboarding, Skiing, Ice Skating, Biking | Developmental Disability/ Non-Verbal |
| Music: Vocal/Instrumental | Speech Impaired |
| Reading | Learning Disability/ Disorganized |
| Fashion | Illegible Writing |
| Videogames | Short Attention Span |
| Cooking | Developmental Disability/ Non-Reader |
| Animals | Severe Emotional Disability/ Aggressive |
| Computers | ALP Math/ Poor Writer |
|  | ALP in English/ Low Math |
|  | ALP in Music/ Low Academics |
|  | Quadriplegic/ Verbal |
|  | NOTE: ALP=Student on Advanced Learning Plan |

**STUDENT CHARACTERISTICS FOR DIFFERENTIATED LESSON PLANS**