

# INSTRUCTION



## DIFFERENTIATED INSTRUCTION

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## Using a 10-2 During Direct Instruction

### What?

During direct instruction, stop at least every ten minutes (the younger the student or the more complex the content, the shorter the interval), and allow students a brief (around two minutes) opportunity to process and synthesize either individually or with a partner.

### Why?

According to research on the brain, “(a)n idea is not immediately grasped from short-term memory. There is momentary confusion while a brain tries to “make sense” of the information and identify a fit to existing knowledge. The learner needs time to sort for similarities, differences, and patterns. This occurs even when students are well versed in the content material, not just when information is being presented for the first time. This holds true for reading, not just listening and seeing” (Adapted from Paul Rutherford by OCM Boces).

### How?

1. Give clear directions on listening, note-taking, and what students will need to do with this information.
2. Use a graphic organizer to direct students’ thinking. Consider framing an essential question.
3. Frequently check for understanding by planning active participation routines that generate formative assessment data on student progress. Consider setting a timer to remind you to take a break after ten minutes.

### Examples of what to do during the two:

- Summarize the last ten minutes in your own words.
- Ask: What do you think is the most complex/difficult concept?
- Ask: What information do you have to help answer the essential question?
- Students solve a problem.
- Ask: What connections can you make to prior content?
- Students Check and Perfect (see p. 57) with a partner in response to a question. Consider a stand-up meeting.
- Use Nearpod to insert questions and analyze student responses as a class.
- Students create a t-chart or Venn diagram.
- Students create a visual representation of a key point.
- Students generate a question they currently have.
- Students make predictions.
- Students create a headline or a tweet to summarize key points.
- Students create an analogy.
- Use Socrative, Nearpod, Poll Everywhere, or similar technology as processing tools.



## Engaging Instructional Strategies

Refer to the TLS Engagement Strategies included in the online TLS DI Strategy Toolkit.

<b>Quick Engagement Strategies</b>	
Strategy Name	Brief Description
3-2-1	Give a prompt to ask students to share 3, 2 or 1 concepts or ideas. For example, "share 3 keywords, 2 comments and 1 question from today's learning.."
3- Minute Pause	Pause to allow for processing. Ask learners to make connections to prior knowledge or experiences. You can provide prompts such as... <ul style="list-style-type: none"> <li>● I changed my attitude about...</li> <li>● I became more aware of...</li> <li>● I was surprised by... etc.</li> </ul>
4 Corners	Post four ideas or opinions in each corner. Ask students to go to the corner that most represents their opinion on it. Students can partner with someone in their corner or another corner to discuss or debate their choice.
5 Whys	Learners practice explaining their rationale to an opinion or statement by asking why? They then ask "why?" again and repeat for 5 times, writing a response every time.
5 Word Summary	Students define or explain a concept in 5 words. For example, what are the 5 words that are most critical to the concept?
10-2 Processing	Deliver information for 10 minutes, allow time to process for 2. This can come in the form of questions, discussion, writing, etc. For example, "Think about the information shared with you in the last 10 minutes, what are 2 key points? Share with a partner."
ABCD Cards / Whiteboards	Create cards with an A, B, C and D. Ask questions in multiple choice form and ask students to hold up the letter that corresponds with that choice. Or ask them to write out an answer on a whiteboard and hold it up.
Analogy Prompt/Picture Connection	Present learners with an unfinished analogy and ask them to complete it. Analogy example, "water is to cell as ____ is to ____" Picture Connection example, "This picture is like the process of photosynthesis because ____"
Brainstorm/Categorize	Provide various concepts, terms or words (partners or groups) on index cards. Ask them to begin to categorize and create headings for each category. As an extension, they can turn over the categories and switch chairs. The goal is for the new students to identify the categories before they turn them over to reveal them.
Check and Perfect	Students complete a written or thinking activity individually. Student A shares his/her work, then student B checks and perfects by saying: "I agree with you because..." "One thing I can add is..." or "I disagree with you because..."
Concept Map	Provide a graphic organizer for learners to conceptualize a specific idea. For example, if you are looking at a lot of things that need to be accomplished, you can provide a flow chart and ask students to conceptualize the ways that they could complete the task.



Consensus Wall	Ask students to respond to a question or comment on a post-it note. Ask one student to share his or her answer and post it in the room. Any student who has a similar answer to the posted post-it places their post-it near it. Another student can share his or her response and post it in another part of the room, and others can post their response next to it, if it is similar. Continue until everyone posts their post-it.
Data Wall / Picture	Students write their name on a post-it note. Next, they post their name on a poster/picture or statement that most represents how they feel or what they understand. This can happen at the beginning, middle or end of a lesson, and can give you a picture of where students stand toward learning a concept.
Find Someone Who...	Partner students by asking them to find someone who... <ul style="list-style-type: none"><li>• has a different birthday month</li><li>• is wearing the same color shirt, etc.</li><li>• has the same number or colored card</li><li>• has the "match" to their card (you can do common pairs, peanut butter and jelly; Mickey and Minnie, Phillies and The Phanatic etc).</li></ul>
First / Last Word	Start with a word that is key to the session. Students create an acrostic poem at the beginning of the lesson. Then, at the end, have them revisit it and add to it with their new understanding.
Graffiti Wall	Students write out ideas on a large chart paper or doodle images to represent a concept.
Inside-Outside Circle	Create discussion with students by holding two circles where students in the inside circle face those in the outside circle. They can move to the right/left to change up their partner for each prompt.
Is / Is Not	Students define a concept by creating a "T" chart to explain what it "is" and what it "is not." They can do so with examples or definitions.
Mirror / Mirror	The student and his/her partner place their work side-by-side and the answers should mirror each other. Students are looking for places where they have different information and discussing and correcting where necessary.
Numbered Heads	In teams of four, assign each team member a number 1-4. Teacher poses a question. Allow individual think time. Then team members put heads together and quietly decide on the best answer. Teams make sure everyone knows the answer. The teacher calls a number (online spinner, dice, etc). For example, "All 2s stand up. What do you think about..." Call on one of the 2s to answer. To enhance accountability, ask another group to add or paraphrase. This can be turned into a game or competition. The teacher can randomly collect one of the group member's graphic organizer as an Everyday Check.
Power Walk	Assign pairs to discuss the answer to a question or ideas based on a prompt while walking around for a designated period of time. It might be more manageable to assign a designated space where students are walking.
Quick Whip Around / 1 Word Summary	Students think of one word that comes to mind when they think of a given topic, or one word that summarizes the concept from the session. Then, you can whip around the room so everyone can hear all the words. Remind that if someone said the word they wanted to say before them, that's OK. Just repeat it.



Read and React	Provide students with a short passage or quote to react to. They can text render, discuss it, or write a response.
Smart Charts / Gallery Walk	Provide poster paper for brainstorming or recording information to groups or partners. Post posters around the room and have everyone walk around to read and discuss them. Readers can write whether they agree, have a question or disagree to add depth and accountability to the conversation at each station.
Stand Up / Sit Down	Teacher asks a series of questions and asks students to stand or sit according to their answers. You can make it into a competition where the last person standing wins.
Stand Up Meeting	Assign partners or groups and instruct students to stand up, find their partners, and discuss the answer to a question or prompt.
Stop and Jot	Provide a prompt to which students will respond in writing for 30 seconds (adjust depending on age/skill of student). Set a timer to indicate the end of the writing period.
Text Rendering	<p>Provide students with a short amount of text and ask them to highlight and comment on what stood out to them. You can follow this up with a partner/group share.</p> <p>Potential protocols for text rendering:</p> <ul style="list-style-type: none"><li>● Read and annotate the text independently</li><li>● Read and locate one sentence that stands out to you; share without discussion</li><li>● Now go back and locate one phrase; share without discussion</li><li>● Now go back and locate one word; share without discussion</li><li>● Now go around and share why you selected what you selected; no discussion</li><li>● Now discuss freely</li></ul>
Traffic Light Self-Assessment	Students hold up a colored card that represents their understanding or agreement with a concept. Red- don't get it or no; Yellow- sort of or maybe; Green- got it or yes.
What's Important Poem or Haiku Poem	<p>Learners can write a poem in this form:</p> <p>What's important about _____ is...</p> <p>It's true that...</p> <p>It's true that...</p> <p>It's true that...</p> <p>But the most important thing about _____ is...</p> <p>OR write a haiku to summarize the concept from the day. Haiku's are 3 lines and have 5 syllables, 7 syllables, and 5 syllables.</p>
Word Sort / Word Links	<p>Provide words or a concept to each student to display on a card. Students must confirm they can define their word first (provide time for them to look it up or discuss with a partner.) Ask them to partner up with other words for various reasons such as...</p> <ul style="list-style-type: none"><li>● find a word that is similar in meaning</li><li>● find a word that is dissimilar in meaning</li><li>● find a word that can be connected in some way</li></ul>



	Ask students to work with that partner and rationalize their decision for selecting each other. As an extension, students can read a text or listen to a lecture or video, and pay attention to the way their word was used. They can try to determine new relationships with other words in the classroom afterwards.
Written Reflection / Collins Level 1	Students write for a certain number of minutes or for a certain number of lines. Once they are finished, they can reread and text render for the most important word or phrase in their writing, then partner and share. You can reinforce it with a stamp ☺.
<b><i>A Little More Involved Engagement Strategies</i></b>	
Anchor	Provide a short-term, medium-term or long-term content related activity for students to complete when they finish activities early.
Backwards Paragraph Writing	Learners read a text and use post-its to mark important or relevant sentences, phrases, words, etc (or write out self-created ones). Then students write a description (on the line side of an index card) of what they read. Once they finish, they turn the card over and write a one sentence summary of their description. This is meant to be the topic sentence of their summary and the description can serve as the supporting details.
Centers	Provide students with a learning choice in which activities are created with students rotating and completing each activity.
Challenge by Choice	This strategy offers learners a choice of how to spend time reviewing for a test or quiz based on a short formative assessment and their own self assessment.
Group Review - Name Game	Create a review sheet with about 8-10 questions. Students walk around the room and find a different classmate who can answer one question on the paper. That person signs his or her initials, but does not answer the question. Students should only have a classmate's initials once on their paper. After all students get initials for all of the questions, review each by asking a student to share who said they could answer it. That student will come up and "teach" the class. That person will get to the person who initialed the next question and so on until the review is complete.
List - Pass - Amass	Form small groups of 3-5. When working with a list of facts or descriptors, students list one and pass their paper. They then add one different answer to the new list and pass. (repeat) Next, they get a completed paper back and check for correctness. Teacher reviews the correct answers with the class (when appropriate).
Manipulatives	Use hands-on materials that students can manipulate, sort, organize, or categorize to deepen understanding of a concept. They can also be used for practice. Example: write vocabulary words on index cards and categorize the words according to part of speech.
Mock Interview	Assign students to work in pairs, with one person serving as the interviewer. The interview questions focus on a particular concept or content. After a designated time or questions completed, switch roles.
Must Do/ Can Do	Provide students with a learning choice that lists the tasks that they must do and can do. Students complete the can do tasks only when they are finished the must do's.



Note Making (not-taking); Cornell Style Notes	Learners use a two-column template. In the first column, they take notes on a lecture, text, video, etc. Afterwards, they make notes on the notes they took. They are encouraged to create new personal thoughts, connections, and questions based on their notes. Finally, they can summarize their thinking at the bottom of the page.
Placemat Consensus	Students create a “placemat” with four quadrants, and a circle or square in the middle of the page. Students are asked to individually answer a question or prompt, and share it with the group. Once the group has agreed on an answer or idea, they record it in the center.
Quiz-Quiz Trade	Create index cards with questions on content that students need to review. Students work with a partner. Each student asks a question and confirms the answer. Once the partners answer and discuss both questions, they trade cards and find a new partner. The teacher can include answers on the back of the cards, or ask students to place check marks on questions that they were confused by, so you can review those questions at the end of the session.
R A F T	<b>R</b> ole, <b>A</b> udience, <b>F</b> ormat, and <b>T</b> opic - promotes thinking and motivation through assessment driven choice and unique perspectives
Role Playing (Fish bowl)	Role play a concept or idea. For example, a role play could include an interview between a cell and a disease, or two characters from the book. The audience can observe and pose questions.
Scaffolding	Provide supports for learners who need them, like the use of graphic organizers, “banks,” checklists, or partners.
Smarter than a Machine	Use a ChatGPT prompt to create a machine-generated product for your students to critique for strengths and weaknesses. Sample prompt, “Create a summary describing the four most important parts of _____.” (the water cycle, photosynthesis, an argumentative essay, an artistic photograph, etc.)
Softballs and Meatballs	This is a way to have students talking with a variety of students in the classroom for a brief period of time. Form 2 lines facing one another; ask an easy question first to generate discussion, then ask a harder or more in-depth question. Repeat this process for about four rounds.
Split Screen	This is a form of flexible grouping that provides those who can with the next step and those who need more time with another learning opportunity.
Think Dots/ Cubing	Six levels of questions/tasks often used for review, reading analysis, or partner discussion which can be Tiered to meet students at the correct level of difficulty.
Tiering	Create resources or activities to challenge learners at the correct level of difficulty in one lesson with 2 or 3 levels of thinking / assignments.
Word Splash	The teacher provides a premade list of words around the topic of the lesson/reading. Learners write a story using the words; this can be creative, silly or serious. Share with a partner or group. Read or provide instruction on the topic. Learners write another story but this time with correct use of the words/terms.

*These strategies were not all created by TLS. Some of these are common to many classrooms. TLS organized them here for teachers' benefit.*