

# **Same Activity – Different Task**

**Judita Tóthová**

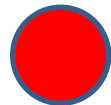
# Goals for today's webinar



**What differentiation is**



**How to differentiate**

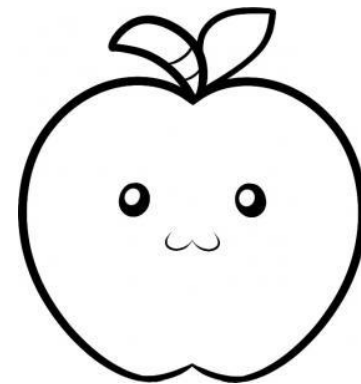
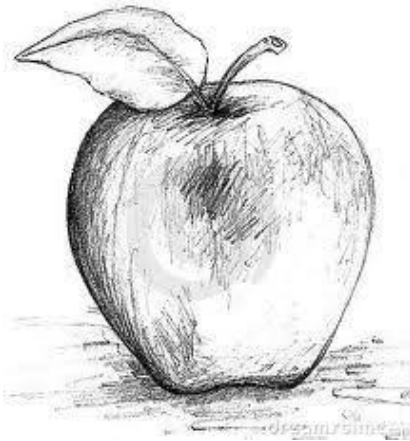
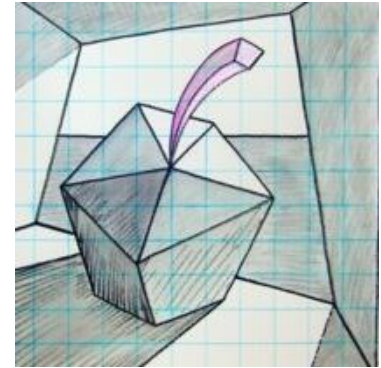


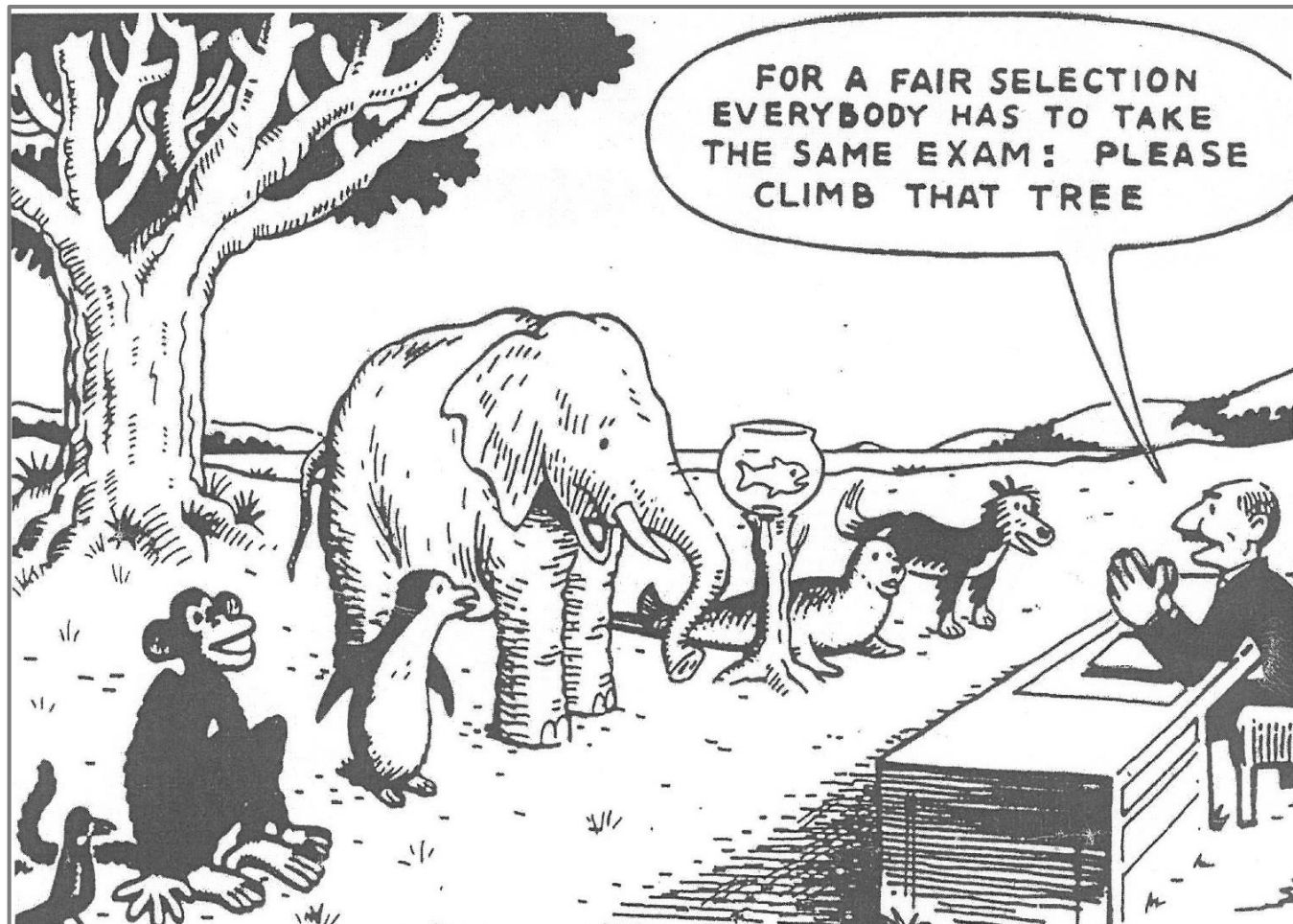
**Differentiation strategies**

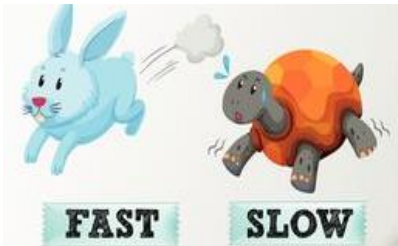


**Same or different ?**

# Draw an apple.







# What is differentiation ?

**Differentiation is a process by which teachers provide opportunities for pupils to achieve their potential, working at their own pace through a variety of relevant learning activities.**

**(Convery & Coyle 1993)**



# What is differentiation ?

**needs**



Student

Teacher



**response**



# Why do we differentiate?

- **All kids are different.**
- **One size does not fit all.**
- **What is fair isn't always equal.**

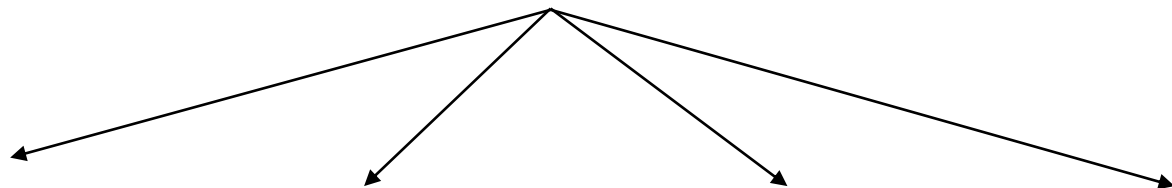






# Differentiation

**According to students'**



**Readiness**

**Interests**

**Learning style**

**Environment**

# How to start differentiation?



- **be aware of the different strengths and weaknesses of the students**






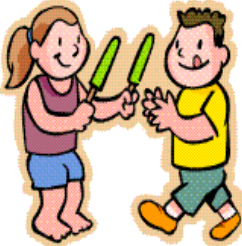



# How to start differentiation?



**you can build a group profile to know more about students' interests**

# How to start differentiation?

<p><u>Visual</u></p>  <p>* You prefer using pictures, images, and spatial understanding.</p>	<p><u>Musical/Auditory</u></p>  <p>* You prefer using sound and music.</p>	<p><u>Verbal</u></p>  <p>* You prefer using words, both in speech and writing.</p>	<p><u>Physical/Kinesthetic</u></p>  <p>* You prefer using your body, hands and sense of touch.</p>
<p><u>Logical/Mathematical</u></p>  <p>* You prefer using logic, reasoning and systems.</p>	<p><u>Social</u></p>  <p>* You prefer to learn in groups or with other people.</p>	<p><u>Solitary</u></p>  <p>* You prefer to work alone and use self-study.</p>	<p><b>What is your students' learning style?</b></p>

➤ **be aware of the different ways in your students learn and take account of this in planning your teaching**

# How to start differentiation?

- **create a supportive,  
non-threatening atmosphere**



# Management suggestions

- **students should be given manageable tasks, clear and short goals to keep them motivated by success**

**goals + success**



# Management suggestions



- **make time to speak to each student individually in order to give feedback and support**



# Teachers can differentiate through

## Content

- **what students learn**
- **facts**
- **concepts**
- **principles**
- **skills**

**It does not mean teaching different content. It means teaching the content differently!**

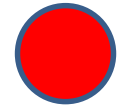
## Process

- **ways to differentiate the content**
- **varied texts, resource materials**
- **tiered assignments**
- **flexible grouping**
- **diagrams, charts**
- **graphic organizer**

## Product

- **products that students create to demonstrate the mastery of concepts**
- **give a presentation**
- **write an essay**
- **make a poster**
- **conduct a debate**
- **write a poem**
- **present a puppet show**

# Differentiation strategies



**are based on:**

- **the activity**
- **the learning outcome**
- **the students**



# Differentiation by task



- **set *the same task* but give the variety of contexts (different degrees of difficulty)**



## A day to remember

Yesterday I ran the London Marathon!

I dressed up as a mouse to raise money for the charity WellChild.

My group started at 9.45. **At first**, it was impossible to run fast because there were so many runners. A lot of the

10 runners were in weird costumes – one runner wore a Dracula outfit, there was a woman in a wedding dress and lots of runners came in different animal costumes.

**After** half an hour I had more space around me.

15 I remembered to run at the same speed and to take a drink of water every fifteen minutes. After twelve miles I was really tired. **Suddenly**, I saw my mum and my sister in the crowd near Tower Bridge. **And after that** I felt much better!

20 **Then** I just concentrated on running. I reached the finish line in three hours and forty-two minutes. **Finally**, I got my medal. I was really pleased. They told me I raised £1,000!

Sporting heroes • illness and injury • sportspeople

Glossary	<b>jockey</b> (n) = a person who rides horses in races	<b>disease</b> (n) = an illness which affects a person, animal or plant
	<b>treatment</b> (n) = something that is done to make someone who is injured or ill better	<b>spectators</b> (n, pl) = people watching a sporting event who are there at the event
	<b>put down</b> (phr. v) = when a vet painlessly kills an animal which is badly injured or because it is dangerous	<b>determined</b> (adj) = having a strong desire to do something, so that you will not let anyone stop you

There are many stories of sports stars who **recovered from** serious injury or illness and became champions once again. However, there is one story that tells of not one, but two sporting heroes who made an impossible dream come true. Bob Champion was a young jockey with a bright future. <sup>1</sup> \_\_\_ He went to the doctor because of his injuries and was shocked when he discovered that he had cancer. He needed medical help, and quickly. **At that time**, there was a new, but untested, treatment for the disease. It lasted many months and made him very weak. **At times**, he nearly died.

**By this time**, Bob Champion was out of hospital. He was weak and could only just stand up. However, he was determined to get better. Slowly, he **regained his strength**. Eight months later he returned to his job as a jockey. A month after that, he rode the winning horse in a race. Soon afterwards, Aldaniti also returned to training. His trainer was very careful with him. He didn't want the horse to get hurt again.

Early the next year, both Bob Champion and Aldaniti were almost **back to full fitness**. Now, there was a new plan. Bob decided to ride Aldaniti in the Grand National, one of Britain's most famous horse races. The thousands of spectators at the race and the millions more watching on TV knew all about the pair's **battles against ill health and injury**. <sup>3</sup> \_\_\_ . And it was perfect. The next day, Aldaniti returned home. Thousands of people stood on the streets of the village to welcome him. Aldaniti, and Bob Champion, were real sporting heroes.

**At the same time**, there was a successful horse called Aldaniti. His trainer knew he was a great runner and jumper. Unfortunately, during one race, the horse suffered a serious injury. It was the sort of injury from which horses rarely make a **full recovery**. The vet advised the horse's trainer to put the horse down but the horse's owners refused. <sup>2</sup> \_\_\_ .


# Differentiation by task



- **set *slightly different tasks* for different students dependant on their abilities, skills, ways of learning**


*Chocolate & Fairtrade*

Last year more than one billion kilos of chocolate <sup>1</sup>ate / was eaten around the world. Chocolate <sup>2</sup>makes / is made from the cacao plant. However, many cacao farmers <sup>3</sup>don't earn / aren't earned enough money and <sup>4</sup>can't afford / can't be afforded food, medicine or clean water. In Africa, a typical cacao grower <sup>5</sup>pays / is paid less than a dollar a day. Now Fairtrade is helping farmers to get fair prices. Farming organisations <sup>6</sup>have set up / have been set up in African countries and the extra money <sup>7</sup>invests / is invested in projects such as drinking water.



*Chocolate & Fairtrade*

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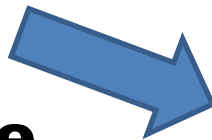


# Differentiation by task

- set *extention task* to develop the activity which helps to complete the work











**It is me.**



# Differentiation by task

- use **challenge cards** of varying degrees of difficulty to extend the task or activity

<p>Do you prefer to spend money or to save money? Why?</p> 	<p>What was your first job for money? Did you like it? Why or why not?</p> 
<p>Who is one of your favorite people? Why?</p> 	<p>Do you like your house or apartment? Why or why not?</p> 
<p>Do you like this class? Why or why not?</p> 	<p>Which do you need more: money or love? Why?</p> 
<p>Which family members are you close to? Why?</p> 	<p>Is it important for children to have household chores? Why or why not?</p> 

# Challenge cards

**CHALLENGES**

- Requires the set up of a laptop function that may not have existed before
- Privacy requires various level logs or passwords and systems
- How do users know the app exists?
- IF I DOWNLOAD THE APP, BUT MY PHONE DOESN'T SUPPORT IT, I'LL BE GUILTY.
- DISCRIMINATES AGAINST PEOPLE WITHOUT MONEY ENOUGH TO BUY SMARTPHONE
- MUST BE CLASS-PROGRAMS E.G. IOS A-BRAND MEMO ETC. NEED TO BE ABLE TO GET ALL SORTS OF NEW & SUPPORT
- Overbooking
- Can you place a booking for more than 1 person? Example: Your children?
- IF I HAVE NO SERVICE/NETWORK COVERAGE, I CAN'T ACCESS THE APP WHEN I MOST NEED IT
- Security regarding test results - can anyone gain access to my results?
- I am too ill to leave my house - Can I request a home visit?
- I don't have to have access to a computer
- Shouldn't be alone when receiving medical results
- I don't have access to the internet - Can I get SMS notification that my results are waiting for me?
- possibly more complicated for some users - order to see your doctor
- I WANT TO BE ABLE TO GET A PRESCRIPTION OUT OF HOURS - IT'S A REPEAT PRESCRIPTION
- Problems booking an emergency appointment
- Doctor cannot make spontaneous questions if not face-to-face
- Privacy - what if someone looks over my shoulder?
- Some consultations may take longer than expected - throw all other appointments out of sync
- Will you get access to your preferred doctor, or nurse?
- Does personal touch
- it can't ask questions about my illness immediately - barrier
- Can I make an existing appointment?
- PRIVACY - AN ALERT ARRIVES - I CHECK IN PUBLIC & MY EMBARRASSING ILLNESS IS REVEALED!
- MANY OLD OR INFIRM PEOPLE (ACCORDING TO NEED OF SERVICE) HAVE SMART PHONES
- My software may be wrong for bookings
- limited doctor cover at weekends
- I AM NOT SURE I NEED TO SEE A DOCTOR - CAN I QUICKLY MESSAGE MY SYMPTOMS & GET ADVICE.
- NOT IDEAL FOR PEOPLE

# Solution cards

**SOLUTIONS**

- I CAN HAVE REMINDERS
- I CAN TRACKER/ THE PROGRESS THE INFORMATION EASILY
- I CAN VIEW MY RESULTS /BIRTH WHEN I AM WAITING
- I CAN HAVE A GLOSSARY OF THE RESULTS ON MY PHONE
- Faster communication
- EMERGENCY LESS NEED TO VISIT HOSPITAL/ GP IF DOCS FULL UP IN AREA PRACTICE.
- Important test results can be recovered sooner creating less anxiety for patient
- Suitable for home bound patients, GP or full time mums
- Much more usefully for older people esp. if they have an IPAD
- CAN BE LINKED TO NHS DIRECT AND SAVE TIME
- Convenient for GP's time. Only take a moment to reassure a patient online / over phone
- Service will be keeping up to date with generations.
- \* Convenient - Save time, not have to stand in phone queues!
- I can take pictures of myself as reference and email them to my GP to a safe web page
- I CAN 'CHAT' WITH MY DOCTOR / NURSE WITHOUT WAITING WITHOUT SPEAKING
- \* Book apps that you are in situations where you can't talk freely! = Privacy!
- Doc's do not need to be open to continue services. could offer 24 hr support via mobile client
- I DON'T NEED TO WAIT FOR OPENING HOURS TO GET AN APPOINTMENT
- \* GP's functionality could allow greater flexibility of visiting other GPs in other locations
- \* App would keep contact details of DR/ Surgeon, plus dates + always correct (ie - number changes)
- Encourage use of technology in elderly! Keep Mentally active!
- WILL REDUCE STAFF COSTS IN SURGERY/IES
- Check in for an children's behalf without forcing them out in cold. quickly check symptoms with doc over phone from home.
- \* Free-up Reception staffs time to do with serious matters - More efficient use their time!
- MY PHONE IS SURE, MY INFO IS SECURE
- If docs created profiles for app. You can have a more personal/trusting relationship with them.
- Use a more reliable resource quickly rather than internet will be able to use your own GP.
- \* Saves Patients time = better experience
- IT PROTECTS THE WITH PASSWORDS
- It will reduce administration time for the GP
- On the go health reassurance. Great for busy lifestyles the Bankers of this world!
- \* Easier for Patients to Cancel a = Saves DR's time, being



# Differentiation by questioning

- **questions are directed to specific students**

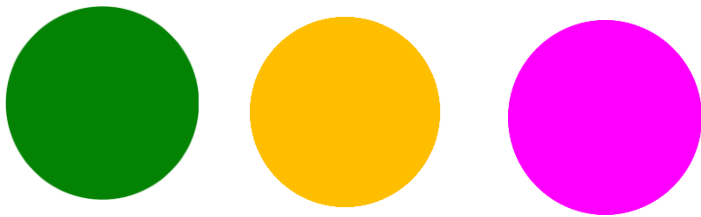


QUESTION 1  
QUESTION 2  
QUESTION 3  
QUESTION 4  
QUESTION 5  
QUESTION 6  
QUESTION 7  
QUESTION 8  
QUESTION 9  
QUESTION 10

LET THEM CHOOSE WHICH QUESTIONS TO ANSWER - GREEN, AMBER OR PINK

OR EVEN COMBINATION OF COLOURS...  
GREEN & AMBER  
OR  
AMBER & PINK

# Gap approach



APPLY THE COLOURS TO ALL OF YOUR DIFFERENTIATION STRATEGIES

WORKSHEETS

QUESTIONS

RESOURCES

LEARNING OBJECTIVES

GROUP TASKS



**1** Cross out the where it's not necessary. One is correct.

- The government should spend more on ~~the~~ education and less on ~~the~~ defence.
- Has Emilia visited the Netherlands and the Germany?
- In January 2013 only around thirty-nine percent of people in the United States owned the passports.
- The population of the Estonia is about 1.3 million.
- The citizens of Germany chose a female Prime Minister, and naturally the Prime Minister has promised to do more for the women of her country.
- The biggest city in the China is the Shanghai. Around 16 million people live there.
- The pollution is generally a problem in big cities, but the pollution in this city is worse than in most others.

# Gap approach

**2** Complete the telephone conversation with the or Ø.

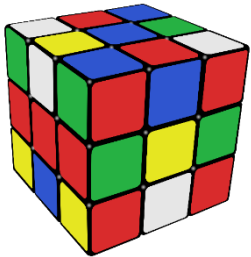
A: Hi, Kevin.  
 B: Anna! It's you ... I mean, hi. It's good to hear from you.  
 A: Yeah? Are you sure?  
 B: Of course, sorry. I was busy with something ...  
 A: I see. Well, how's life in <sup>0</sup> London?  
 B: Oh pretty good, thanks. It's great studying in <sup>1</sup> capital city.  
 A: Are you enjoying the course?  
 B: Yes. There's a long way to go, but I'm still hoping to be <sup>2</sup> big, successful lawyer one day.  
 A: Ha! Well, I'm sure you'll be <sup>3</sup> best. You're very dedicated, after all.  
 B: Well, er ... thanks. I've moved into <sup>4</sup> new flat, actually.  
 A: Oh cool. What's it like?  
 B: Well, <sup>5</sup> flat is quite small, but I've got my own.  
 A: Great! Does that mean I can come and visit?  
 B: Er ... well ... there's a bit of <sup>6</sup> problem, actually. I've kind of met someone and I'm not sure she'd understand if you ...  
 A: But Kevin, we broke up. We're not boyfriend and girlfriend anymore, right?  
 B: Right, right. I know, but ...  
 A: So we can't even be <sup>7</sup> friends now?  
 B: Well, we can, but I ... well, it's difficult, Anna. I don't know what to say.  
 A: Well, thanks very much, Kevin.  
 B: Anna, I'm sorry ... Anna? Anna, are you there?

**3** Complete the protest signs with a/an, the or Ø.

End <sup>0</sup> racism now!  
 You never know when you might need <sup>1</sup> nurse. More pay for nurses!  
 Say **NO** to <sup>2</sup> terrorism!  
 There is an answer to war. <sup>3</sup> answer is peace.  
<sup>4</sup> Amazon rainforest belongs to everyone.  
 Graffiti is <sup>5</sup> crime. Keep our city clean.  
 Save <sup>6</sup> planet.  
<sup>7</sup> TOKYO WANTS THE OLYMPIC GAMES!

# Project and problem-based activities

- **allow the students to approach a problem in a wide variety of ways**



- 1 Would you prefer to live in a town, a city or in the countryside? Why?
- 2 Do you think it's a good idea for children to live and study in cities? Why?/Why not?
- 3 Some cities attract a lot of tourists. Do you think this is a good thing for the people who live there? Why?/Why not?
- 4 How important is it to keep old traditional buildings in our cities and towns and not knock them down? Why?
- 5 Which city in the world would you like to live in for a short time? Why?



# Differentiation by support

- **tutor support**
- **teamwork**



# Flexible grouping

- **ability/ mixed ability**
- **single gender/ mixed gender**
- **friendship group**



# Snowballing



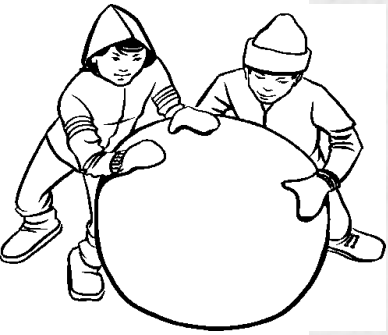
- **students start working alone**
- **then form groups of 2,4.**



- **notes on the whiteboard**
- **poster**
- **presentation**



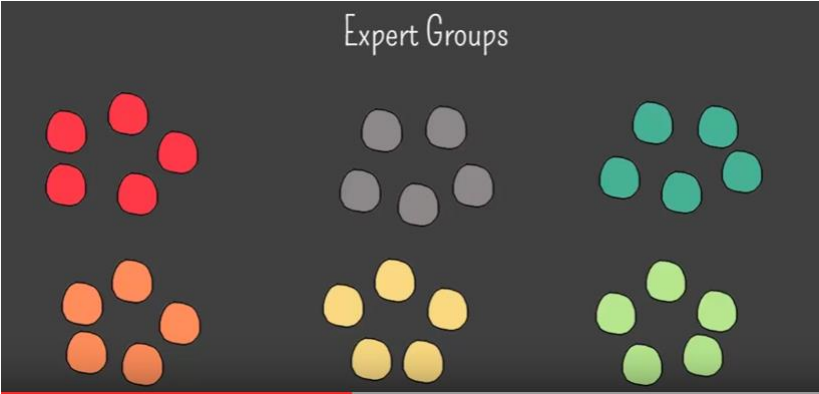
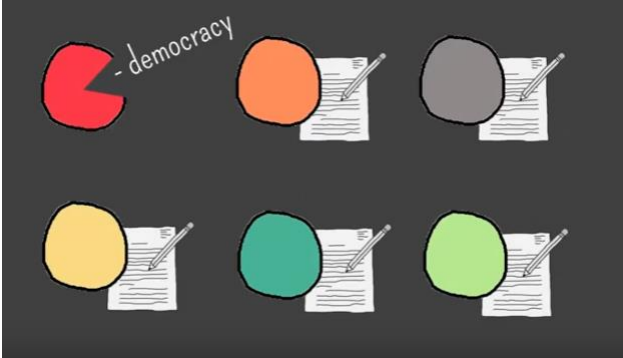
# Snowballing



- 1 Which area of your country would you recommend to tourists? Why?
- 2 Some people say it's better to learn a lot about places in your own country before travelling abroad. What do you think? Why?
- 3 Do you think it's a good idea to plan a holiday in advance or decide what to do at the last moment? Why?
- 4 What do you think is the best way to travel to a country for a holiday? Why?
- 5 Where would your ideal holiday be? Why?



# Jigsaw



# Jigsaw

Constant access to social media means teens are always aware of what everyone is doing. When they compare themselves to their online friends, they think that everyone else is having more fun, and this can lead to anxiety.

Parents who have trouble tearing their teens away from their device may think they're addicted to technology. **Withdrawal symptoms** experienced by young people deprived of gadgets and technology is similar to those felt by drug addicts who need their drugs.

The number of obese and overweight children is rising due to their **sedentary lifestyle**. This can lead to health problems such as diabetes, high blood pressure and insomnia, as well as physical problems such as eye strain, joint pain or new ailments like *WhatsAppitis*, a repetitive strain injury caused by using thumbs for texting.

Technology is making us lazy: why would we think for ourselves when we can google it? Why would we try to work out how to get from A to B when the GPS will plan a route? Our **attention span** is getting shorter.

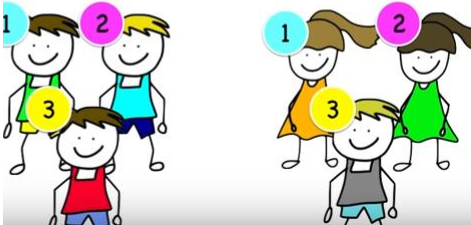
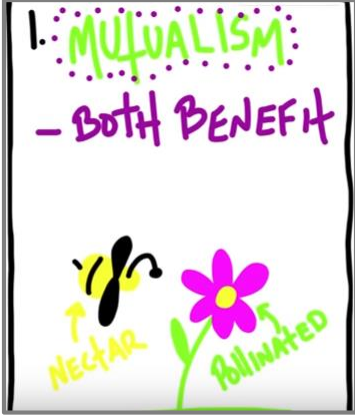
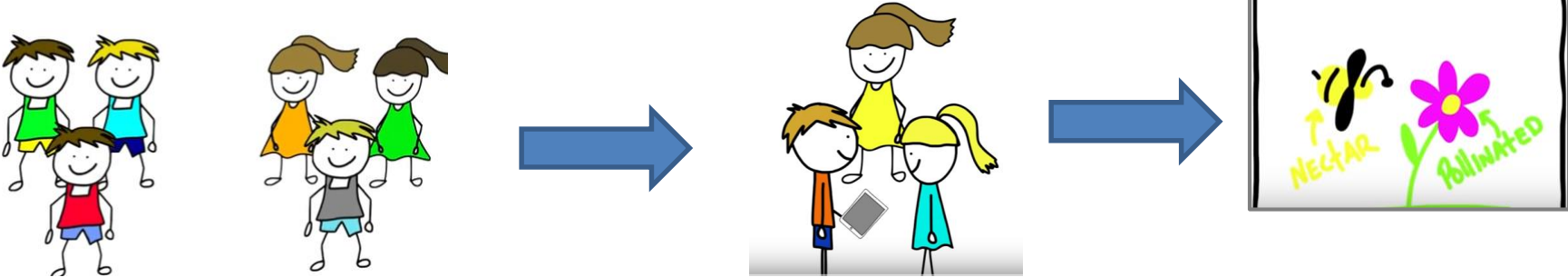


# Differentiation by interest

- **use student interest as a motivating factor**
- **group students with similar interests**
- **set tasks themed on student interest**
- **give students opportunities to share their skills, knowledge**



# Gallery walk



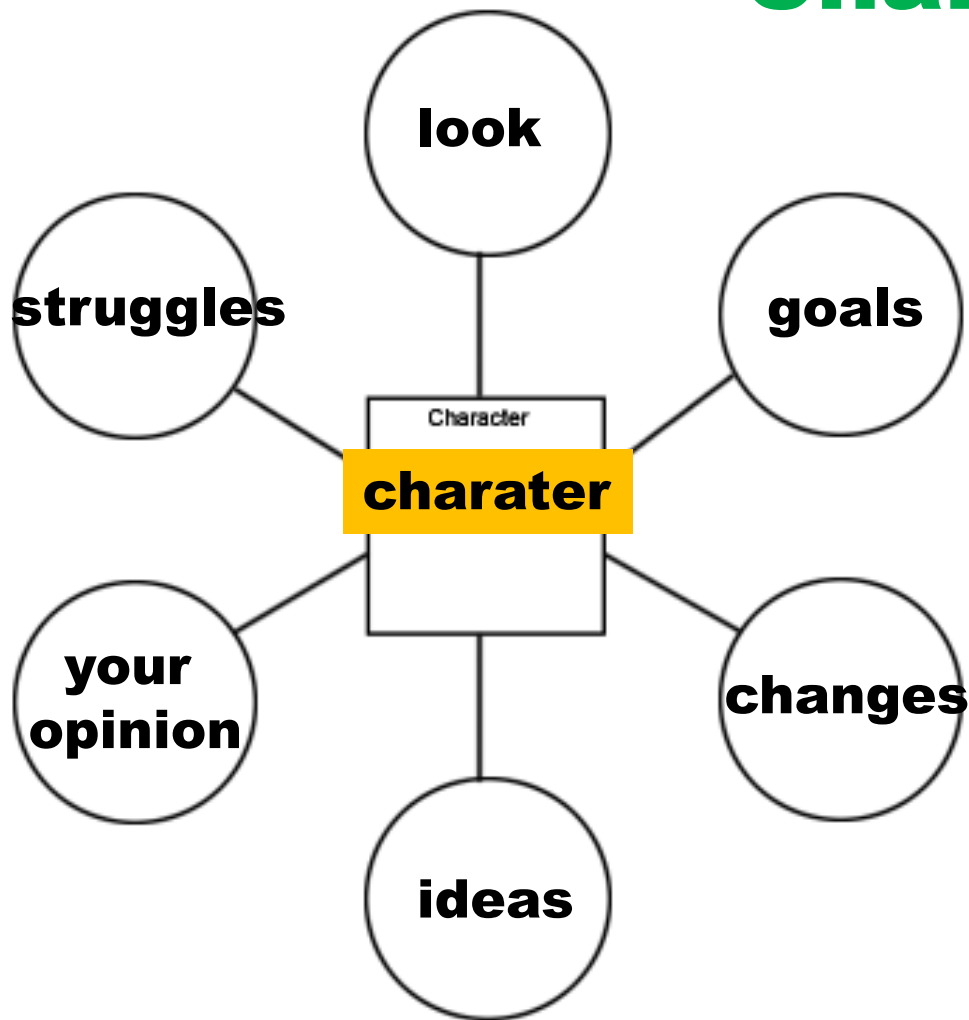
# Tiered assignments



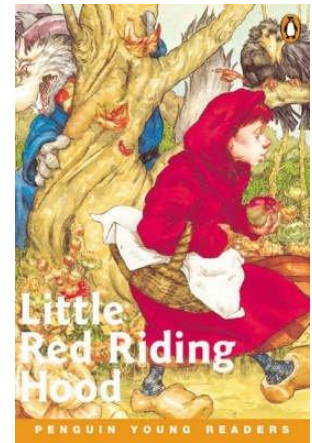
- **varied levels of tasks (2 or more)**
- **students explore the same essential ideas**
- **different work, not simply more or less work**
- **equally active, interesting and engaging**
- **fair in terms of work expectations and time needed**



# Character map



# Open - ended activities



# Open - ended activities

## Sentence starters

It is felt by many -----

Today, many hold the theory -----

This example clearly shows -----

It goes without saying -----

On the one hand -----, on the other -----

-----

## Picture representation

Drawing conclusions-

Advertisements/Brochures

Dialogue Writing

Interviews

Models

Pantomime

Song

Survey

We are for difference, for  
respecting difference,  
valuing difference



for until difference no longer  
makes a difference.

# Compacting

- **high-ability students learn more**
- **encourages independence**
- **eliminates boredom**
- **recognizes large reservoir of knowledge**

The Compactor		
Curriculum Area	Procedure	Acceleration or Enrichment Activity
Name it.	Prove it.	Change it.

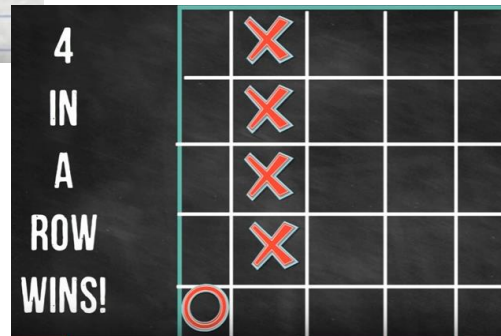
A	I	O	Y	E
Z	F	V	K	M
U	P	W	D	R
L	T	B	S	G
Q	C	J	N	H

# Tic Tac Toe



Team X

A	P	P	L	E
B	E	A	N	S
C	A	R	R	O
D	U	M	P	L
E	E	G	G	S
F	I	S	H	
G				
H	A	M	B	U
I	C	E	C	R
J	E	L	L	I
K				
L	E	M	O	N
M	A	N	G	O
O	C	T	O	P
P	I	Z	Z	A
Q				
R	I	B	S	
S	A	N	D	W
T	A	C	O	S
U	P	S	I	D
V				
W	A	S	A	B
X				
Y	E	L	L	O



**B/ giving more of the same kind work to kids who have shown mastery**

**A/ different approach to the task**

**C/ present the lesson through different modes**

**differentiation**

**A, C, D**

**D/ flexible grouping**

**E/ expecting kids who are gifted to always know everything**



# Benefits

- **reach all learners**
- **benefits all students - gifted, who fall behind, not complete the lessons**
- **best learning experience for all**
- **motivating**
- **it is value not toleration**
- **students demonstrate what they know**



**Remember – the teacher  
does not try to differentiate  
everything for everyone  
every day!**

**Changing teacher practice**

**Start small**

**Differentiate a task for a small block of time**

**Fairness is not *treating* all students the same,  
fairness is *providing* what individual students need.**

# Discussion question

**What are you already doing to differentiate instruction in your classroom?**







**judita.tothova@venturesbooks.com**



**www.bookmall.sk**

Pictures: [www.pixabay.com](http://www.pixabay.com)

Sources: [www.pearsonelt.com](http://www.pearsonelt.com)

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