# Detailed Contents

<table>
<thead>
<tr>
<th>Preface</th>
<th>xiii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>xv</td>
</tr>
<tr>
<td>About the Authors</td>
<td>xvii</td>
</tr>
<tr>
<td><strong>1. One Size Doesn’t Fit All</strong></td>
<td>1</td>
</tr>
<tr>
<td>Figure 1.1 As With Clothing, So With Lessons:</td>
<td></td>
</tr>
<tr>
<td>One Size Does Not Fit All</td>
<td>2</td>
</tr>
<tr>
<td>The Differentiated Classroom</td>
<td>3</td>
</tr>
<tr>
<td>Why Differentiate?</td>
<td>5</td>
</tr>
<tr>
<td>Figure 1.2 Categories and Related Skills to Embed in the Curriculum</td>
<td>6</td>
</tr>
<tr>
<td>Figure 1.3 Tools and Strategies for Designing Inclusive</td>
<td></td>
</tr>
<tr>
<td>Differentiated Classrooms for Diverse Learners</td>
<td>7</td>
</tr>
<tr>
<td>Planning for Differentiated Instruction</td>
<td>8</td>
</tr>
<tr>
<td>Figure 1.4 The Six-Step Planning Model for Differentiated Learning:</td>
<td></td>
</tr>
<tr>
<td>Template</td>
<td>9</td>
</tr>
<tr>
<td>Chapter 1 Reflections</td>
<td>11</td>
</tr>
<tr>
<td><strong>2. Creating a Climate for Learning</strong></td>
<td>13</td>
</tr>
<tr>
<td>What Do Learners Need to Succeed?</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Culture and Learning Communities</td>
<td>14</td>
</tr>
<tr>
<td>Figure 2.1 Encouraging Feedback Prompts to Use With Students</td>
<td>14</td>
</tr>
<tr>
<td>Emotions and Learning</td>
<td>17</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>19</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td>20</td>
</tr>
<tr>
<td>Figure 2.2 Emotional Intelligence Chart</td>
<td>21</td>
</tr>
<tr>
<td>Classroom Climate</td>
<td>22</td>
</tr>
<tr>
<td>Chapter 2 Reflections</td>
<td>26</td>
</tr>
<tr>
<td><strong>3. Knowing the Learner</strong></td>
<td>27</td>
</tr>
<tr>
<td>Learning Profiles</td>
<td>27</td>
</tr>
<tr>
<td>Figure 3.1 Considering the Learner’s Sweet Spot</td>
<td>28</td>
</tr>
<tr>
<td>Learning Preferences</td>
<td>30</td>
</tr>
<tr>
<td>Figure 3.2 Learning Preferences: Learning Is Affected by Such</td>
<td></td>
</tr>
<tr>
<td>Factors as Time of Day and Environment</td>
<td>32</td>
</tr>
<tr>
<td>Figure 3.3 The Relationship Between Retention and</td>
<td></td>
</tr>
<tr>
<td>Learning Preferences</td>
<td>33</td>
</tr>
<tr>
<td>Figure 3.4 How Do You Like to Learn?</td>
<td>34</td>
</tr>
</tbody>
</table>
Thinking Preferences 35
  Figure 3.5 Sternberg’s Triarchic Model 36
  Figure 3.6 Suggestions in Bernice McCarthy’s 4Mat Model 37
Using Learning and Thinking Preferences in the Classroom 38
  Figure 3.7 A Matrix of Learning Styles Illustrates Their Connections and Similarities 38
Multiple Intelligences 40
  Figure 3.8 How Are You Intelligent? 42
  Figure 3.9 What Is Your Unique Multiple Intelligences Profile? 43
  Figure 3.10 Student Profile Based on Teacher Observations 44
  Figure 3.11 Eight Intelligences: Self-Reflection Tool Used by Students Individually or With Peers 46
  Figure 3.12 Yes—Maybe—No Line 47
  Figure 3.13 Focusing on Multiple Intelligences in the Classroom 48
  Figure 3.14 Suggestions for Using the Eight Multiple Intelligences 49
Gender Differences 50
  Figure 3.15 Gender Differences 51
Cultural Differences 52
Pop Culture Differences 52
Chapter 3 Reflections 53

4. Assessing the Learner 55
  Glossary of Terms 55
  Formative Assessment 56
  Purposes of Pre-assessment 56
Samples of Informal Pre-assessments 58
  Figure 4.1 Squaring Off Sample at Sea 59
  Figure 4.2 Squaring Off Sample on Land 60
Surveys at Work 63
  Figure 4.3 Sample Interest Survey Questions 64
  Figure 4.4 Math Interest Survey 65
  Figure 4.5 Foreign Language Interest Inventory (Getting to Know You) 66
  Figure 4.6 Pre-assessment of Content Survey 67
Formative Assessment Tools to Use During the Learning Reflections After the Learning 68
Ongoing Formative Authentic Assessment Tasks 74
  Figure 4.7 Performance Assessment Examples 76
Portfolios 76
Grading 78
Final Grades 80
Chapter 4 Reflections 81

5. Adjusting, Compacting, and Grouping 83
Adjustable Assignments 84
  Figure 5.1 Adjustable-Assignments Model: Money 85
  Figure 5.2 Adjustable Assignments: Spanish 88
Adjustable Assignments for Two Groups 88
Figure 5.3 Adjustable-Assignments Grid for Use by Teachers to
Record Data About Student Readiness Levels 89
Figure 5.4 Two-Group Adjustable Assignment 89
Figure 5.5 The Six-Step Planning Model for Differentiated
Learning: Template 90
Figure 5.6 Adjustable-Assignments Grid to Record Data
About Student Readiness Levels: Template 91
Figure 5.7 Planning for Differentiated Learning for Early
Elementary Math: Reading the Analog Clock/Telling Time 92
Figure 5.8 Adjustable-Assignments Grid for Early Elementary Math:
Understanding the Clock and Elapsed Time 93
Figure 5.9 Planning for Differentiated Learning for Upper
Elementary Science: Interpreting the Periodic Table 94
Figure 5.10 Adjustable-Assignments Grid for Upper
Elementary Science: Interpreting the Periodic Table 95

A Planning Tool for Intervention Instruction 96
Curriculum Compacting 97
Figure 5.11 Curriculum Compacting: Used to Provide Enrichment
for Advanced Learners Beyond the Regular Curriculum 98

A Classroom Implementation Idea 99
Figure 5.12 In-Class Compacting 100
Figure 5.13 Personal Agenda to Keep Track of Time and Tasks 101
Figure 5.14 Double-Duty Log 102
Flexible Grouping 103
Figure 5.15 TAPS Definitions and Suggestions 105

Grouping Strategies 105
Figure 5.16 Stick Picks: Used to Create Random Groups of
Heterogeneous Learners 108
Figure 5.17 Wagon Wheel Teaming: Rotating Concentric Circles
to Form Teams of Three or Four Learners at Different Levels 109

Chapter 5 Reflections 112
6. Instructional Strategies for Student Success 113
Using a Variety of Instructional Strategies 113
Brain Basics and Learning 114
How the Brain Works 114
Focus Activities 115
Figure 6.1 Rote and Elaborative Rehearsal 118
Figure 6.2 Learning and Remembering New Information:
A Complex Process 120
Planning Instructional Strategies 121
Rehearsal Strategies 121
Cooperative Group Learning 122
Figure 6.3 Best Practice, Brain Research 123
Figure 6.4 Social Skill: Listening to Others 125
Problem-Based Learning 171
  Figure 7.7 Sample Choice Board for Migration Project 172
  Figure 7.8 Bill of Rights Choice Board 173
  Figure 7.9 Choice Board for Studying the Solar System 174
  Figure 7.10 Sample Choice Board for Social Studies 175
  Figure 7.11 Sample Choice Wheel 176
  Figure 7.12 Choice Boards May Include Scrolls and Pyramids 177
  Figure 7.13 Multiple Intelligences Choice Board 178
  Figure 7.14 Flow Chart for a Basic Inquiry Model 179

Academic Contracts 180
  Figure 7.15 Choice Board for Study of World War II 181
  Figure 7.16 Contract Form for Student to Fill In After Choosing an Activity 182
  Figure 7.17 Contract Form In Which the Teacher Provides Some Core Activities 183
  Figure 7.18 Questions Teachers Need to Ask Themselves as They Plan and Design Contracts 187

Chapter 7 Reflections 188

8. Putting It All Together in Your Differentiated Classroom 189
  Figure 8.1 The Six-Step Planning Model for Differentiated Learning: Template 190

Body Systems Middle School Lesson 191
  Figure 8.2 Planning for Differentiated Learning for Middle School Science: Exploring the Functions of the Body’s Skeletal and Muscular Systems 192

High School American History 193
  Figure 8.3 Planning for Differentiated Learning for High School Social Studies: Examining the Impact of European Immigration on American Culture 194
  Figure 8.4 Checklist of Questions for Teachers Planning Differentiated Learning for Their Students 195

Bibliography 197

Index 205