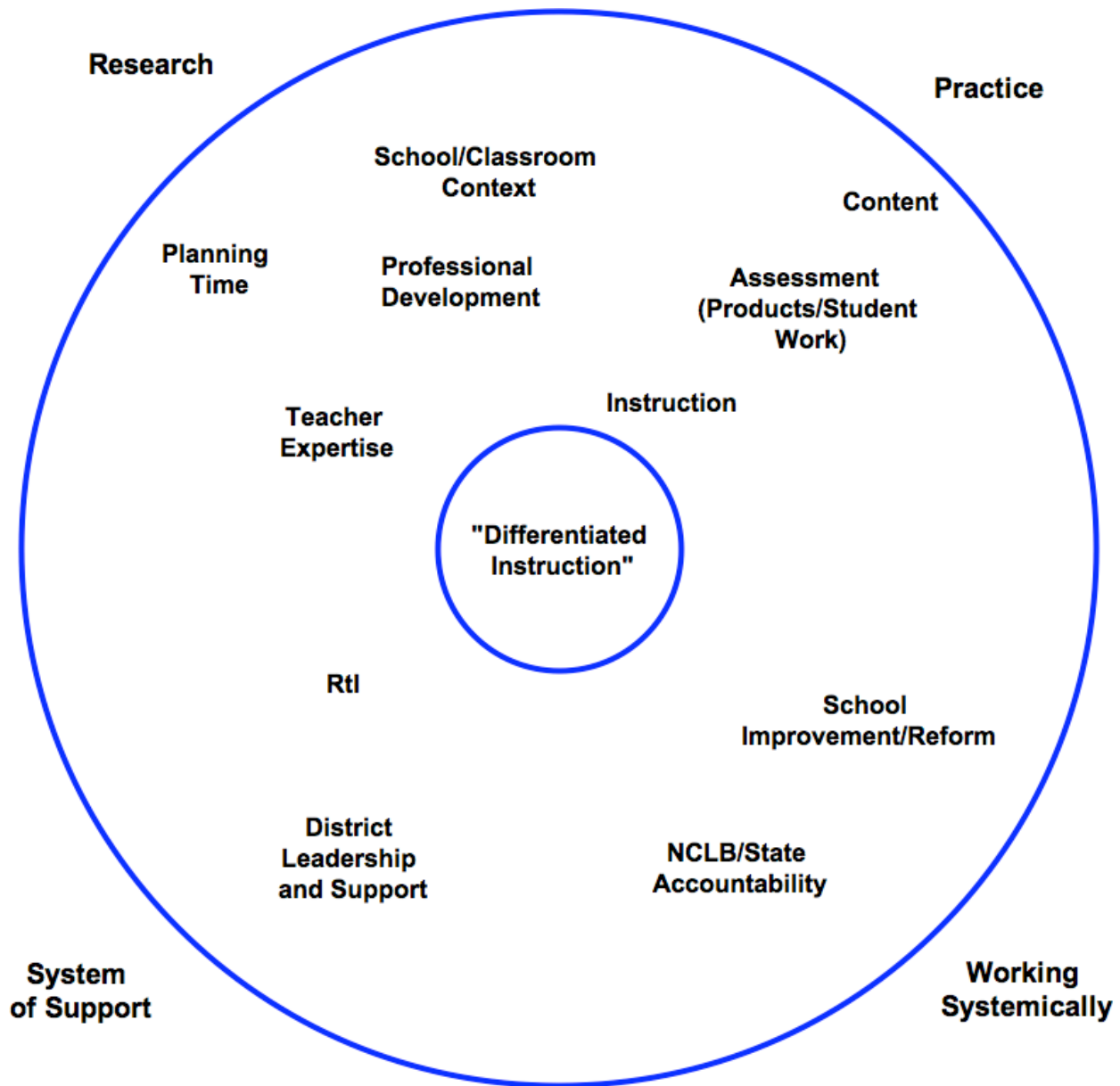


DIFFERENTIATED INSTRUCTION: THE BIG PICTURE



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EXAMPLE OF A THINK ALOUD

The student is asked to explicitly work through a set of math problems without the coach reading or guiding the student through the script. After having previously had the script read to the student several times, the student is more proficient with the problem-solving process. The student, with the peer coach still listening carefully, might begin solving a dividing fraction problem by saying the following aloud as he works through each step of the problem, "This is a dividing fraction problem. I make each term into a fraction so I have no whole numbers or mixed numbers. I rewrite the first fraction in the problem. I write a multiplication sign instead of division. I flip-flop the second fraction in the problem and write it. I multiply numerators. I then multiply denominators. Can I reduce? No, I'm done." The student can ask for or be offered help at any time, but the goal is independent completion of the problem.

(Kouche & Kroeger, 2006, p. 9)

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Classroom Practices that Elicit Differentiated Instruction

Flexible grouping
Preassessment
Learning contracts
Learning logs
Reflective journals
Inquiry and discovery
Socratic seminar
Portfolios
Allowing for readiness and prior knowledge
Multisensory learning opportunities
Learning opportunities that allow for multiple forms of intelligence
Allowing for socialization
Consideration of Bloom's taxonomy
Multicultural considerations

(Benjamin, 2002, p. 27)