

# **Differentiating Mathematics Instruction Through Stations**

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# Self-Evaluation



1. I'm very uncertain about differentiated instruction. I really don't understand what it means.
2. I'm a little uncertain about what differentiated instruction means, but I have a general idea.
3. I understand differentiated instruction and I'm not confused about any part of what it means.
4. I can teach it to others about differentiated instruction.



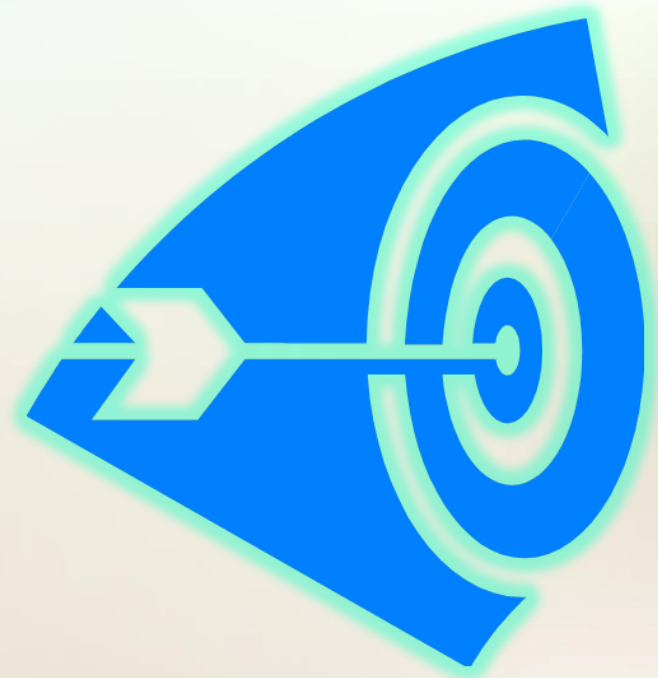
# Ice Breaker

- VANG Game
- Shuffle cards
- Follow instructions on pink sheet
- Do you consider this to be differentiated instruction?  
Why or why not?



# Objectives

- To strengthen your understanding of differentiated mathematics instruction
- To learn how to adapt activities to meet the varying academic needs of your students



# What is Differentiation?

Differentiated instruction is defined as adjusting content, process, or product based upon diagnosis of students' readiness levels, learning styles, or interests and personal goals.

***Adjust:*** to change (something) so that it fits, corresponds, or conforms; adapt; accommodate.

***Diagnosis:*** a determining or analysis of the cause or nature of a problem or situation.

# What is Differentiation?

- Based upon this definition, instruction is **NOT** differentiated until evidence of readiness levels, learning styles, and interests have been gathered.
- Simply employing various student-centered strategies is not differentiation until you know how these strategies meet the needs of your students.

# Learner Profile Card

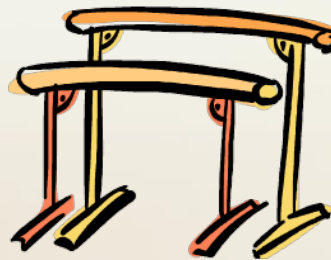
Name	
Auditory, Visual, Kinesthetic Modality	Myers-Briggs Personality Type
<div><u><i>Student's Interests</i></u></div>	
Your expectations for this course	

# Two Approaches to Addressing Various Readiness Levels

- Good open-ended questions that provide multiple entry points



- Parallel tasks

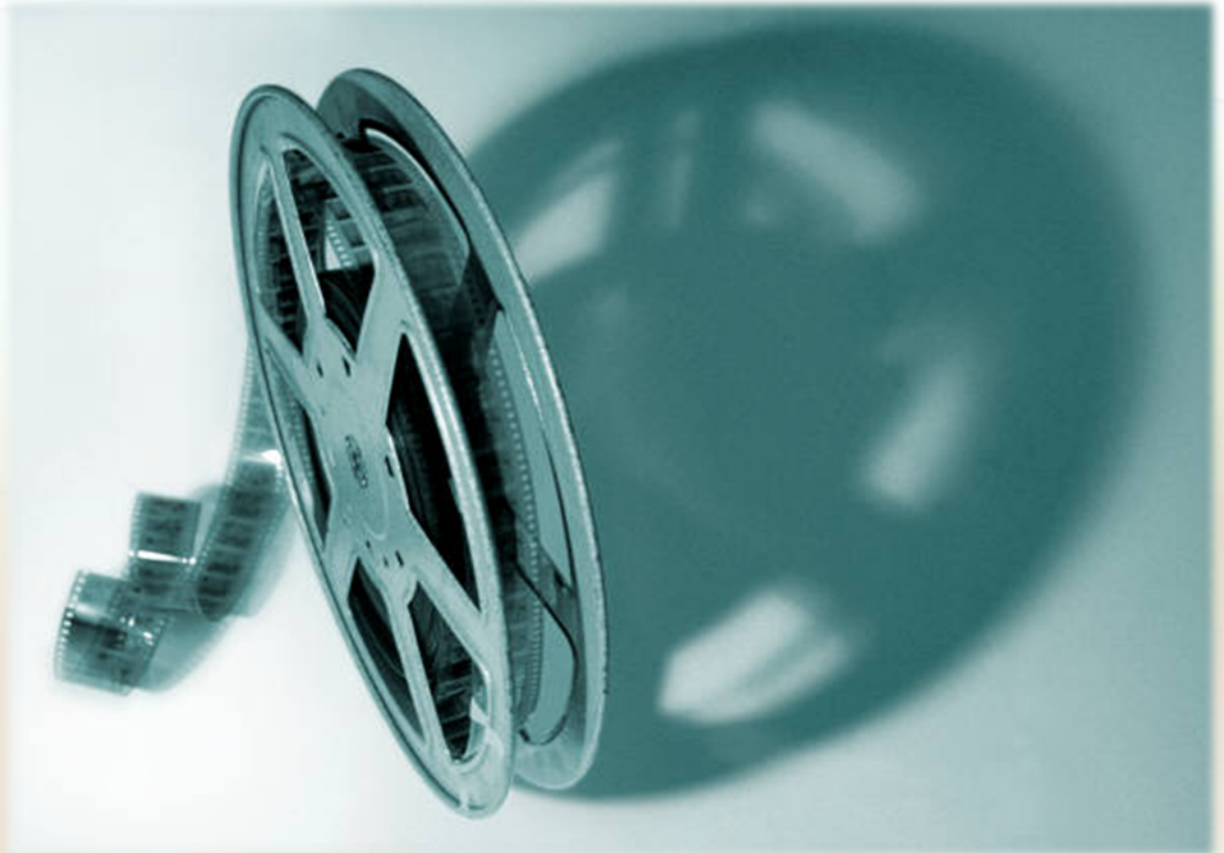


*More Good Questions: Great Ways to Differentiate Secondary Mathematics Instruction* by Marian Small and Amy Lin



# Stations in Practice

- Video



# Forming Groups



S. King	100
R. Jackson	99
A. Jones	98
E. Scott	94
I. Richardson	92
W. Ryan	92
J. Adams	90
V. Perkins	90
F. Green	88
L. Cook	84
Y. Taylor	84
G. Hope	83
K. Benjamin	83
U. Morton	79
O. Franks	77
H. Williams	76
P. Grant	76
B. Smith	75
N. Evans	74
M. Davidson	72
D. Rivers	70
Z. Valentine	65
Q. Hyde	58
C. Stephens	56
T. Lynch	44

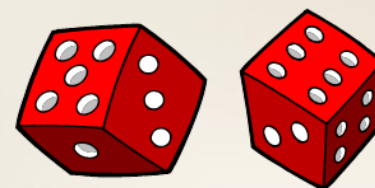


# Your Turn!

- With a partner, choose a station activity (Graphing Calculator Activity or Math Practice Board Game)
- Follow the directions for each activity

Answer the following:

1. How is the content, process, or product being adapted in this activity?
2. How are student readiness levels, learning styles, or interests being addressed in this activity?
3. How can you adapt this activity to address the learning needs of your students?



# Make Your Own Folder Game

Remove the following items from your pocket folder:

- Cover sheet
- Letters A, B, C, and D
- Station Activity Log/Reflection Sheet
- Show Work Sheet
- Four library pockets



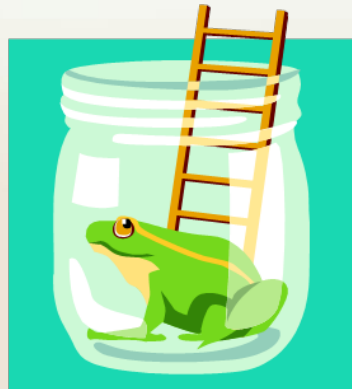
# Make Your Own Folder Game

- Glue cover sheet to the front of the folder
- Glue four library pockets inside the folder (two on left side and two on the right)
- Cut apart letters (A, B, C, D) and glue them on each pocket
- Place the Station Activity Log/Reflection Sheet and Show Work Sheet back in the folder
- Your folder is now ready for you to add your content.



# Closing

Which picture best represents differentiating math instruction through stations? Why?



# Evaluations/Questions

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