

Welcome

1. Introduce yourself
2. Sit with others who [share something in common with you](#)
(maybe you work with the same grade/subject or another commonality)
3. If you haven't already, help us by taking our survey (use your phone – link is in your email with Pre-Readings)
<http://bit.ly/2exJvKI>

ALL-ED

All Learners Learning Every Day

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<http://www.all-ed.org>

New- <http://allegd.org>



Understanding DI

1. Increase understanding of differentiated instruction.
2. Define differentiated strategies on a **continuum** from **opportunities** for all students to precise instruction for small groups and individuals.
3. Identify differences between multiple pathways, structured choice, and targeted practice.

Jot Down



Name

A story of success, when everyone was learning...

Or

Something that you have learned to serve all learners...

Jot Thinking: List, Story, Draw

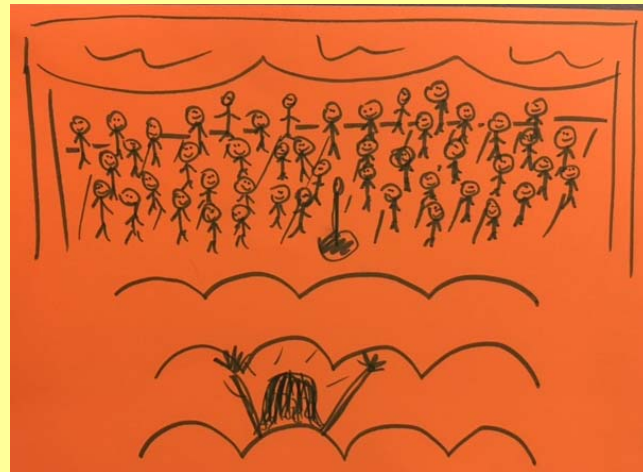
Name (LIST)

- What
- Where
- Who
- When
- Why

Name (Story)

It happened.....

Name (Drawing)

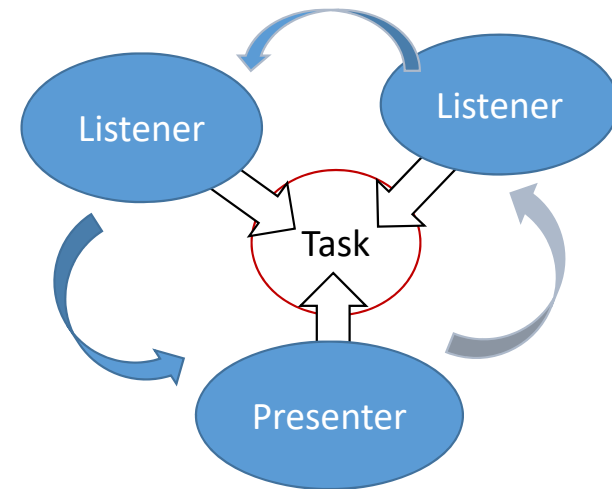


Think – Talk - Open Exchange

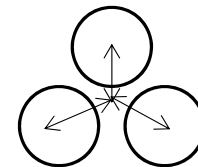
Repeat
once for
each
person in
your
group



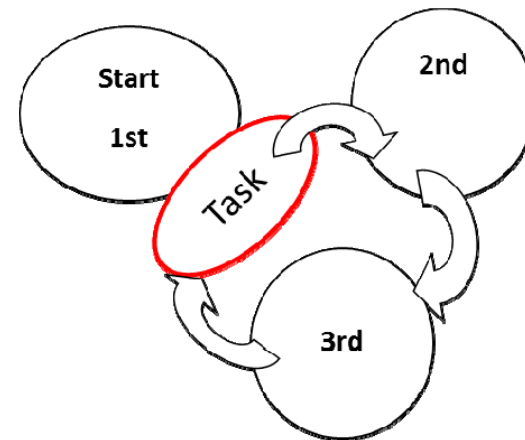
Think
Talk



Open Exchange



Domino Discover



One Word Important for Meeting the Needs of All Learners

(list ideas)

Outcomes of Differentiated Instruction



Equitable culture where students feel

Autonomy

- ALL learners feel empowered to take ownership of their learning.

Belonging

- ALL learners feel they are valued members of a learning community.

Competence

- ALL learners feel capable of pursuing rigorous learning.

Meaningful

- ALL learners feel learning is interesting and important.



Todd Rose, [The Myth of the Average](#)

Circle Adjustable Parts

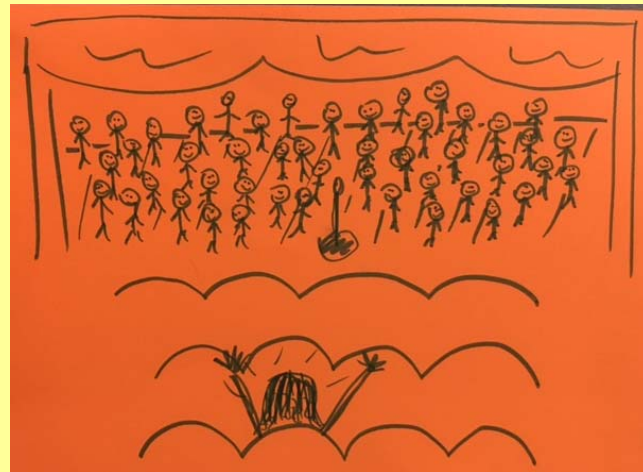
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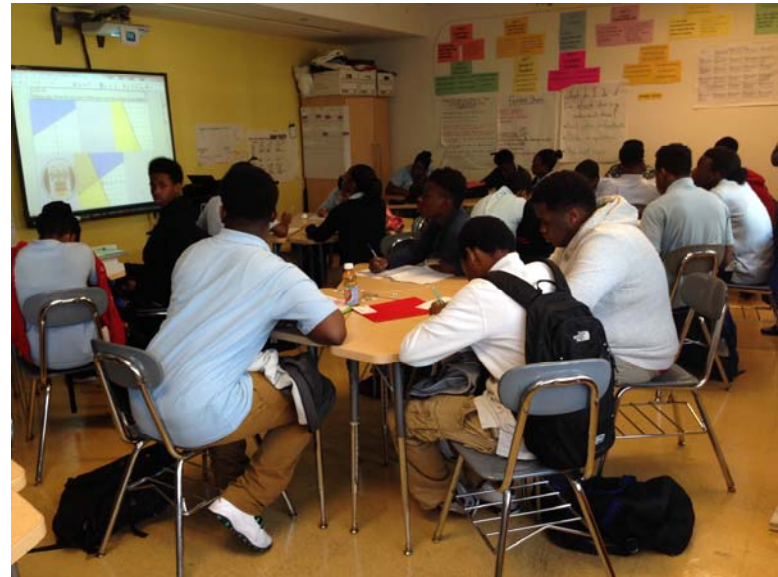
It happened.....

Name (Drawing)

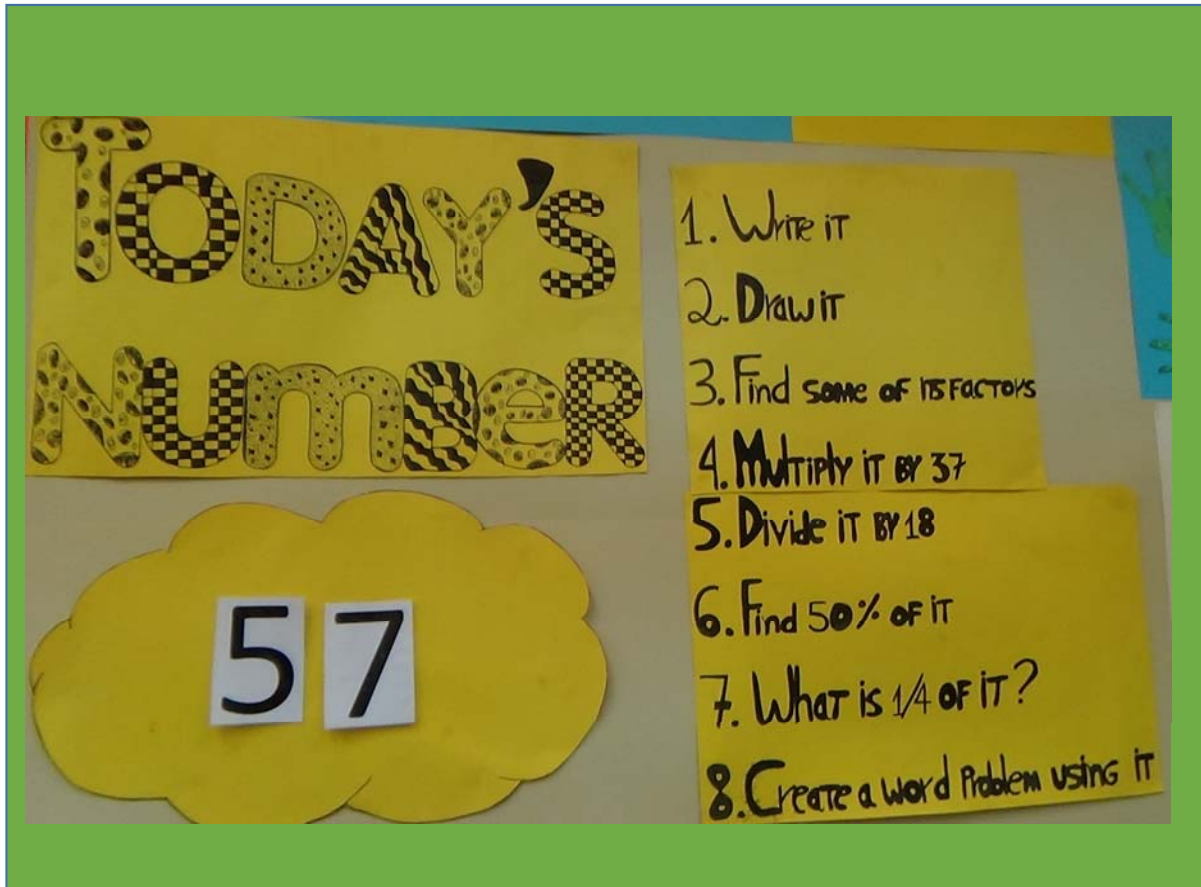




Adjustable Seats



In the Classroom



What is this?

- ☐ multiple pathways,
- ☐ structured choice,
- ☐ targeted practice, or
- ☐ supports and extensions

What instructional goal could this serve?

Black words: directions
(read together with the class)

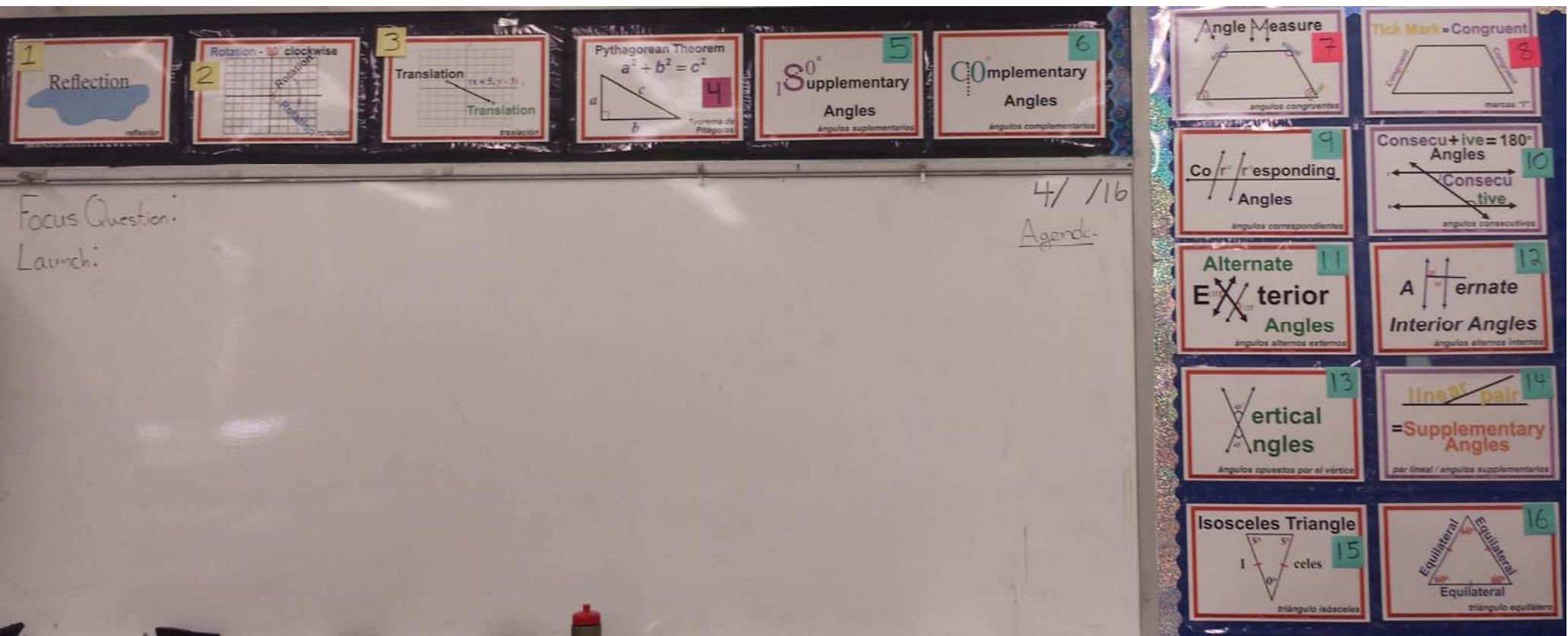
Red words: write them!
(in your notebook or on your Exit Slip)

Blue words: Speak them!
(to a partner)

What is this?

- ☐ multiple pathways,
- ☐ structured choice,
- ☐ targeted practice, or
- ☐ supports and extensions

What instructional goal could this serve?



What is this?

- ☐ multiple pathways,
- ☐ structured choice,
- ☐ targeted practice, or
- ☐ supports and extensions

What instructional goal could this serve?

Maths

Addition

Subtraction

Doubling

Halving

Mastering

$$4362 + 3747$$

$$4000 + 3000 = 7,000$$

$$300 + 700 = 1,000$$

$$60 + 40 = 100$$

$$2 + 7 = 9$$

$$8,109$$

I used the column method to add up my totals.

Developing

$$842 + 379$$

$$800 + 300 = 1,100$$

$$40 + 70 = 110$$

$$2 + 9 = 11$$

$$1,100 + 110 + 11 = 1,221$$

Beginning

$$82 + 48$$

$$80 + 40 = 120$$

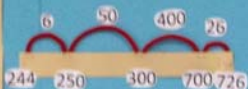
$$2 + 8 = 10$$

$$120 + 10 = 130$$

Getting Started

$$34 + 8 = 26$$

$$726 - 244 = 482$$



$$124 - 85 = 37$$



$$74 - 49 = 25$$



$$74 - 8 = 66$$

$$6,798$$

$$12,000 + 1,400 + 180 + 16$$

$$= 13,596$$

$$574$$

$$1,000 + 140 + 8$$

$$= 1,148$$

$$35$$

$$60 + 10 = 70$$

$$6 \rightarrow 12$$

$$3,094$$

$$1,500 + 0 + 45 + 2$$

$$= 1,547$$

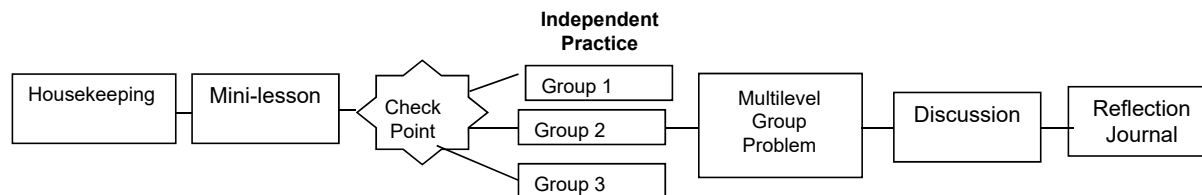
$$136$$

$$50 + 15 + 3 = 68$$

$$28$$

$$10 + 4 = 14$$

$$8 \rightarrow 4$$



Checkpoint

- Draw a picture to represent 0.4.
- Write as a decimal: 6 and 18 hundredths
- Write in words. 0.075



Practice

All correct: Foresman pages 140-141 #3, 5, 12, 16-23
27-33

Understand a but not b/c: Pages 140-141 #4-5, 12-24

Difficulty with all three: Pages 140-141 #2-9, 12-17,
21-26

Meet

Eyal Wallenberg

Teacher: Math



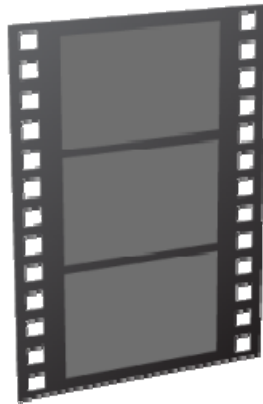
Brittany Cook

Teacher: Math, Special Education



PLAYBOOK

Team Challenge



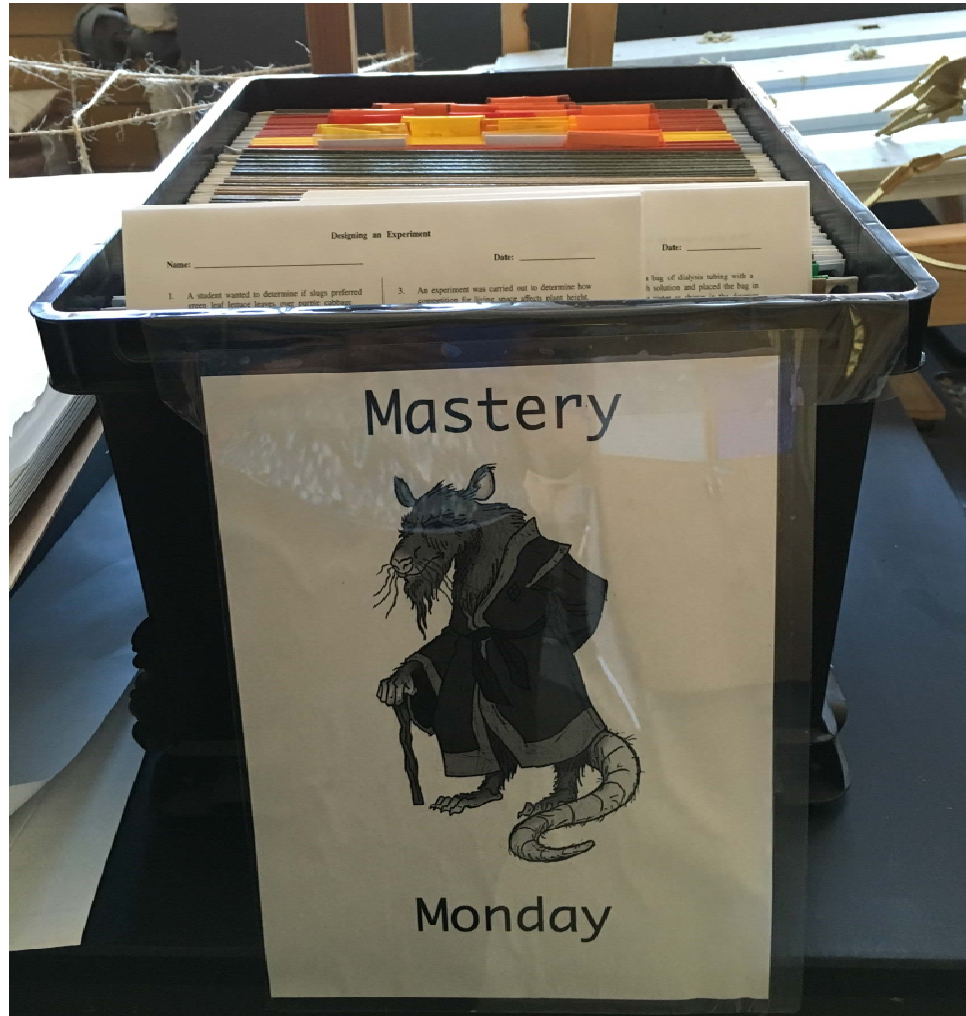
23
minutes



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What I think I know about Explorers

	Christopher Columbus	Juan Ponce de Leon	Jacques Cartier	Christopher Newport
Tell the story of exploration from the explorer's point of view.				
What number might represent your explorer? Explain why this number is significant for the explorer.				
Draw a shape that could represent the explorer. How does the shape express the explorer's story?				
What patterns in our world could the explorer's story fit into?				
Describe a time when you have explored something. How did your exploration lead or not lead to change?				



I can...

Find common difference and ratio of a sequence

Find the recursive formula of an arithmetic sequence

Find the recursive formula of a geometric sequence

Find the n^{th} term of an arithmetic sequence

Find the n^{th} term of a geometric sequence

Leah

Julia Rando

Angi Flores

Abigail Soto

Tosha K.

Christina

Leah Garcia

Beto Lopez

Melissa Jones

Marjorie Porcena

Abraham M.

John

Brian S.

Maria Lopez

Marissa R.

Ran Arce

Diana

Julia Rando

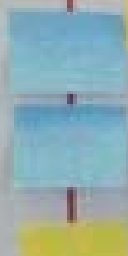
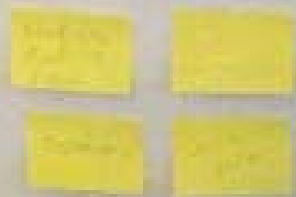
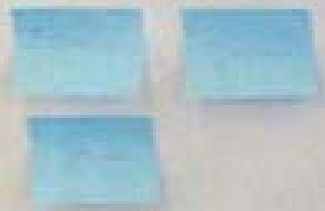
Spencer

Melissa Zagonian

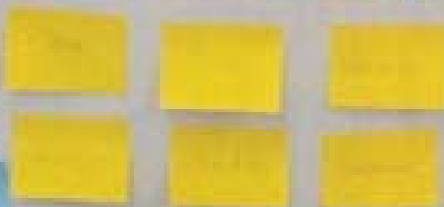
Katherine Acosta

How am I doing in the class? What can I do to improve?

I am still missing assignments.



I have finished my assignments but I want to revise/improve.



I have finished everything and am ready to start my final essay.



Tuesday EXIT Ticket

Step 1

Step 2

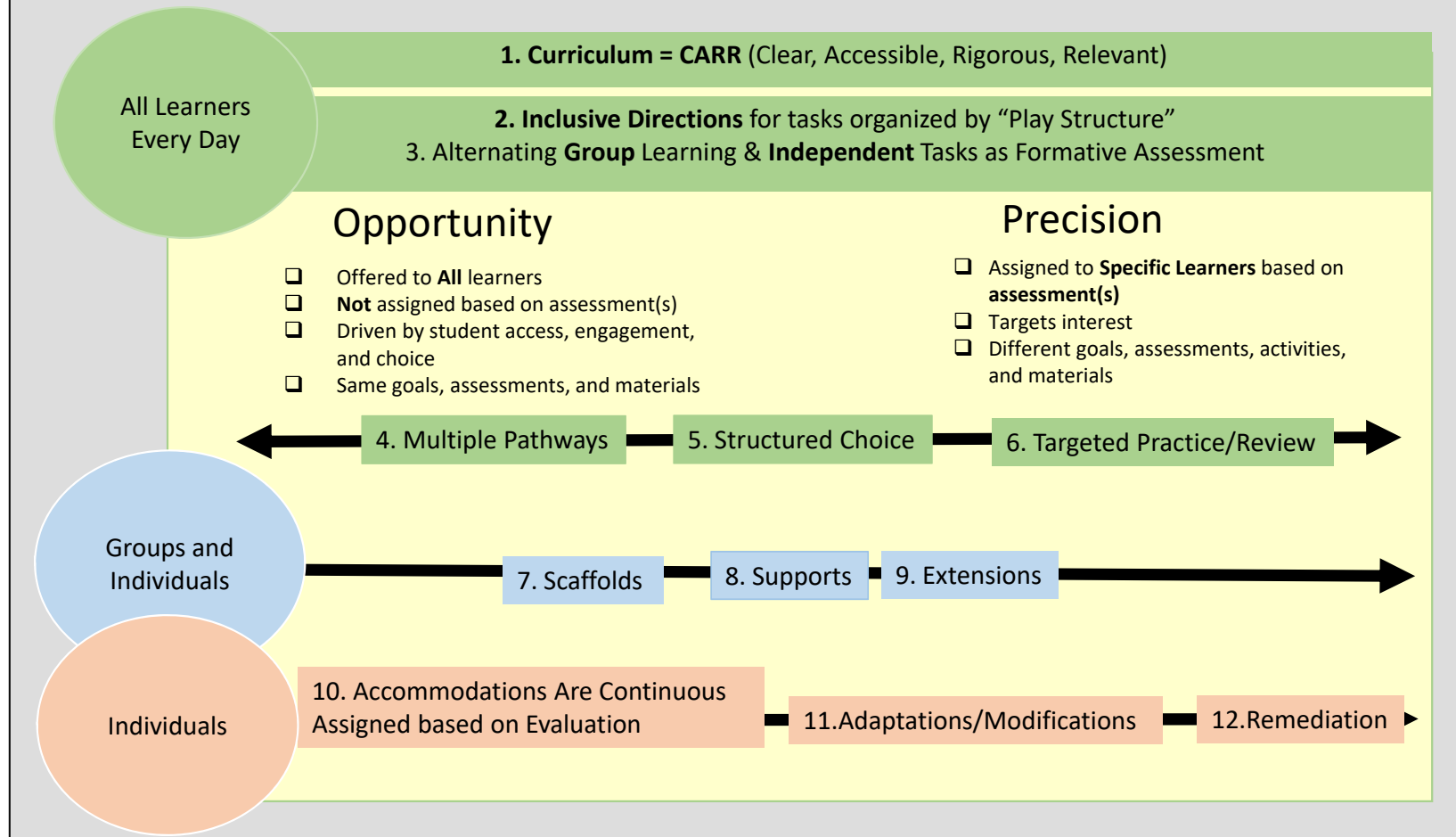
Step 3

Step 4

SI

I didn't
Finish but
I'm on body
A-#1

General Education Instruction Tier 1





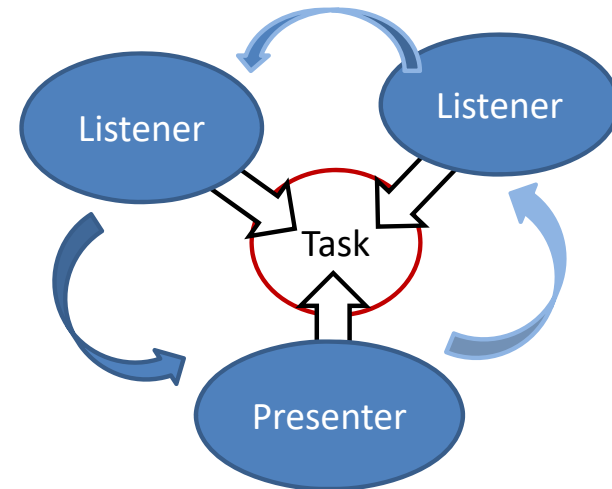
Ideas & Next Steps

Think – Talk - Open Exchange

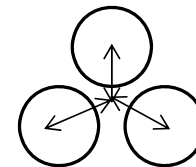
Repeat
once for
each
person in
your
group



Think
Talk



Open Exchange





Questions