Welcome to my differentiated instruction unit!

For this project, I used objectives from many different instructional units, so I could get a picture of how I can use differentiation throughout the year. I wanted to create a variety of different activities so I can practice differentiating content, process, and product, as well as student interest, readiness, and learning profile. I also tried to incorporate both student-selected tasks and teacher-selected tasks. As a teacher of young adolescents, it is developmentally appropriate for my students to have some autonomy to help them develop their sense of self and feel as though they are heard and valued in the classroom community.

Some of these activities are projects and assessments, while others are activities to be used for everyday instruction and practice. For me, it is easy to create differentiated projects and assessments, but more difficult to differentiate every day math activities. With this project, I really wanted to stretch myself and try to create resources I can use at different points throughout my instructional units.

Before this project, I didn’t understand how differentiation could work in a Math classroom. As I was writing some of my tasks and questions, differentiation started to make sense to me. In the past, I have always written assignments that attempted to meet every student’s needs. This is obviously not possible, and is very frustrating and time consuming to attempt. Instead of laboring over an assignment, trying to make it work for everyone, it was actually easier for me to create multiple assignments with very clear student needs in mind.

I hope you enjoy this collection of differentiated activities as much as I enjoyed creating it.

Sincerely,

Erica Bach