

1. Record Nr.	UNINA9910813669503321
Autore	Waterman Sheryn Spencer
Titolo	Handbook on differentiated instruction for middle and high schools // Sheryn Spencer Northey
Pubbl/distr/stampa	New York ; ; London : , : Routledge, , 2005, 2013
ISBN	1-315-85623-9 1-317-93007-X 1-317-93008-8 1-283-52459-7 9786613837042 1-61442-028-9
Descrizione fisica	1 online resource (208 p.)
Collana	An eye on education book
Disciplina	373.13/94
Soggetti	Individualized instruction Mixed ability grouping in education Cognitive styles in children Middle school teaching High school teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	First published 2005 by Eye On Education.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Cover; Title Page; Copyright Page; Meet the Author; Table of Contents; Introduction; What Is Differentiation?; Why Differentiate?; How to Use This Book; 1 Getting to Know Your Students; Step 1-Know Your Own Learning Styles; Step 2-Believe You Can Know All of Your Students; Strategy 1-Encourage Self-Discovery; Strategy 2-Documentation; Step 3-Obtain Reading Information; Strategy 1-Assessing the Readability of Your Major Text; Assessment; Strategy 2-Use Other Readability Assessments; Fry's Readability Graph; Lexiled Test; Cloze Test Strategy 3-Use Standardized Test Assessments of Student Reading LevelsStep 4-What Are Your Students' Learning Styles or Preferences?; Strategy 1-Left-Brain/Right-Brain?; Strategy 2-Visual, Auditory, or Kinesthetic/Haptic Learners?; Strategy 3-The 4Mat System; Strategy 4-The Four Learning Styles; Strategy 5-What Kind of Fruit Are You?; Step 5-Know Your Students Interests; Strategy 1-Assign an Interests Essay;

Strategy 2-Distribute the Interest Inventory; Step 6-Find out about Students' Multiple Intelligences; Step 7-Know Under What Conditions Students Learn Best

Step 8-Know Where Your Students Are Developmentally/Emotional Development; Step 9-Know If Your Students Have "Exceptionalities"; Step 10-If Your Students Are Impoverished, You Need to Understand Them; Step 11-Documenting What You Know; Summary; 2 Gathering Resources (Content Differentiation); Textbooks; Scaffolding Activities; Prereading Activities; Strategy 1-Teach Students to Access Prior Knowledge; The KWL Chart; Strategy 2-Teach Students to Use the Patterns of Informational Text; Strategy 3-Teach Students Key Vocabulary Words; Word Cards; Concept Mapping
Hilda Taba's Model of Concept Development/Frayer Model; Other Ideas; Strategy 4-Teach Students How to Read Informational Text; Anticipation Guide/Prediction Guide; Direct Reading/Thinking Activity; Strategy 5-Engage the Affective Domain (i.e., the Emotions); Philosophical Chairs; What If? Questions; Strategy 6-Engage All Learners: Experiential Activities; Strategy 7-Use Brain Gym: A Resource for Kinesthetic Learners; "During Reading" Strategies; Strategy 1-Teach Students to Identify Vocabulary Words as They Read; Quadruple-Entry Word Journal

Strategy 2-Choose from among Eight Oral Reading Strategies (Wood, 1992): A Resource for Auditory Learners Strategy 3-Use Teacher Modeling; "Think-Aloud"; Strategy 4-Create Study Guides for Difficult Texts; Strategy 5-Use a Levels Guide; Strategy 6-Assign Double Entry or Two Column Note-Taking and Journaling; Strategy 7-For Visual/Spatial Learners; Idea 1: Use Graphic Organizers; Idea 2: Use Thinking Maps; Idea 3: Use Mind Maps for Organizing as You Read; "After Reading" Strategies; Before, During, and After Reading; SQ3R (Survey, Question, Read, Recite, Review)
REAP (Read, Encode, Annotate, Ponder)

Sommario/riassunto

This book has an abundance of time-saving, practical strategies for teachers in grades 6-12. A treasury of activities and resources, this book explains, demonstrates, and helps you select among a wide variety of differentiation processes, such as whole class differentiation, tiered lessons, learning centers, flexible grouping, literature circles, individualized instruction, independent study, and learning contracts.
