



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

DIFFeRENTIAting INSTRUCTION *It's not that different!*

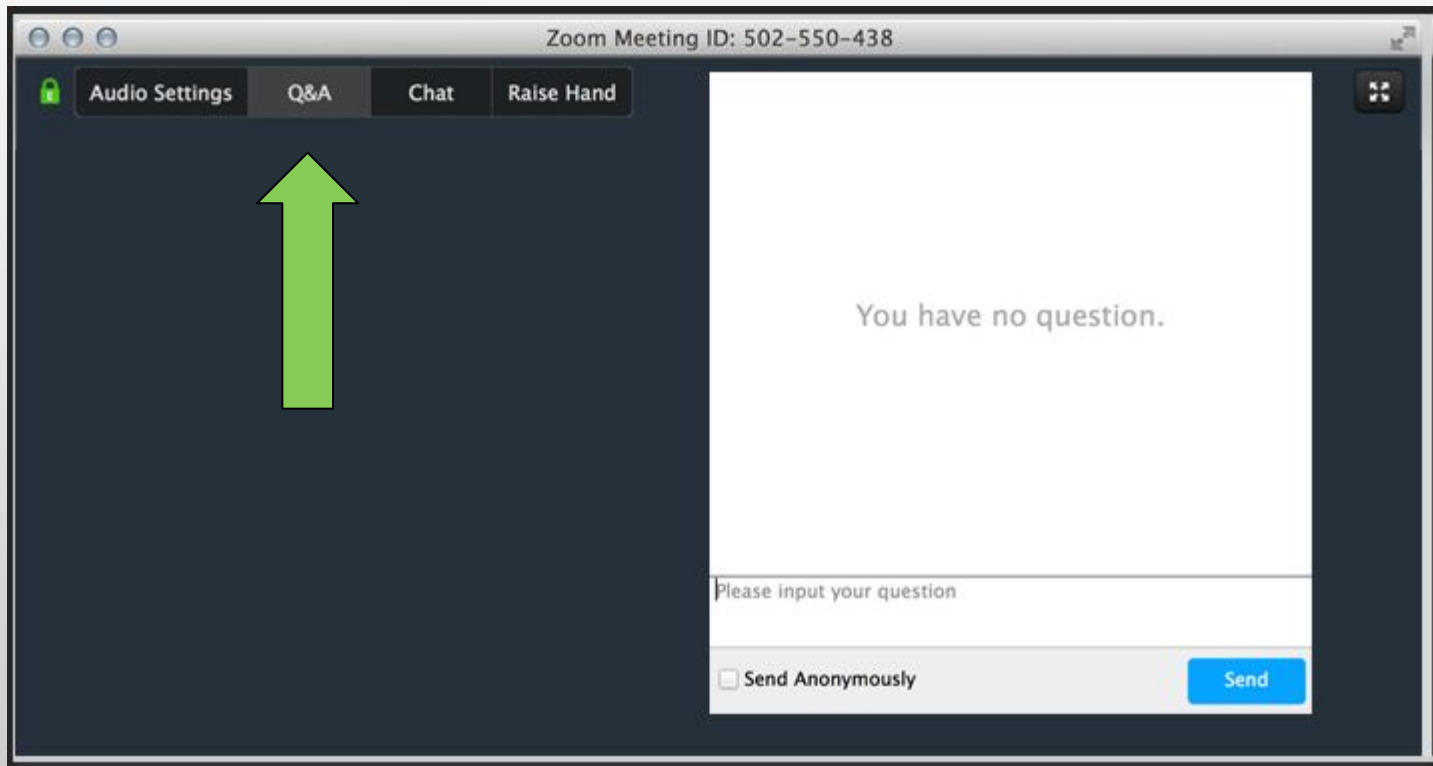
www.floridaipdae.org

Jayme Adelson-Goldstein

Lighthearted Learning 



- If you have a question, please type it into the **Q&A** option.



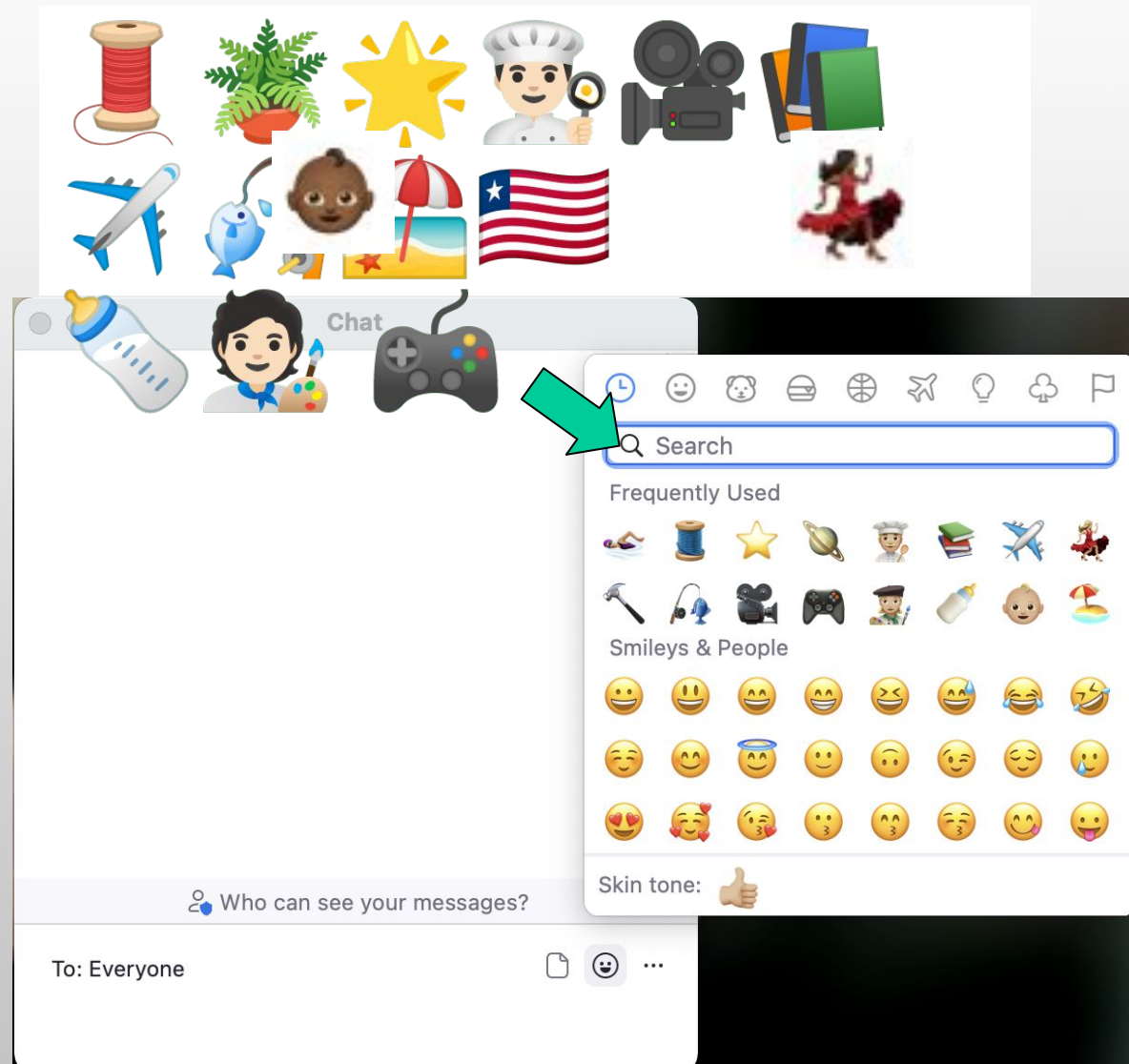
- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

Who are we?

- *Role*
- *Learners*
- *Context*
- *Experience*



Find an emoji that represents one of your interests (other than education) & put it in the chat.



By the end of our time together, you should be able to:

- ***Identify the rationale for differentiation and three ways to differentiate instruction;***
- ***Consider elements of lesson design that support the differentiated ESOL (multilevel) class; and***
- ***Use the webinar resources to differentiate your instructional routines and assessments.***



After spending time with the session workbook & the ideas from our session, you should also be able to...

- *Analyze your textbook lessons and instructional materials in order to determine how best to differentiate instruction for your English learners;*
- *Plan and manage like-ability and mixed-ability teams during virtual and in-person classes; and*
- *Expand your understanding of learning preferences and their role in differentiation.*



What is Today's *Essential Question?*

- *How do we meet the varied needs, goals & interests of our ESOL learners without losing our minds?*





**What do you
notice?**

**What do you
wonder?**



Instructions:

1. Watch the video.

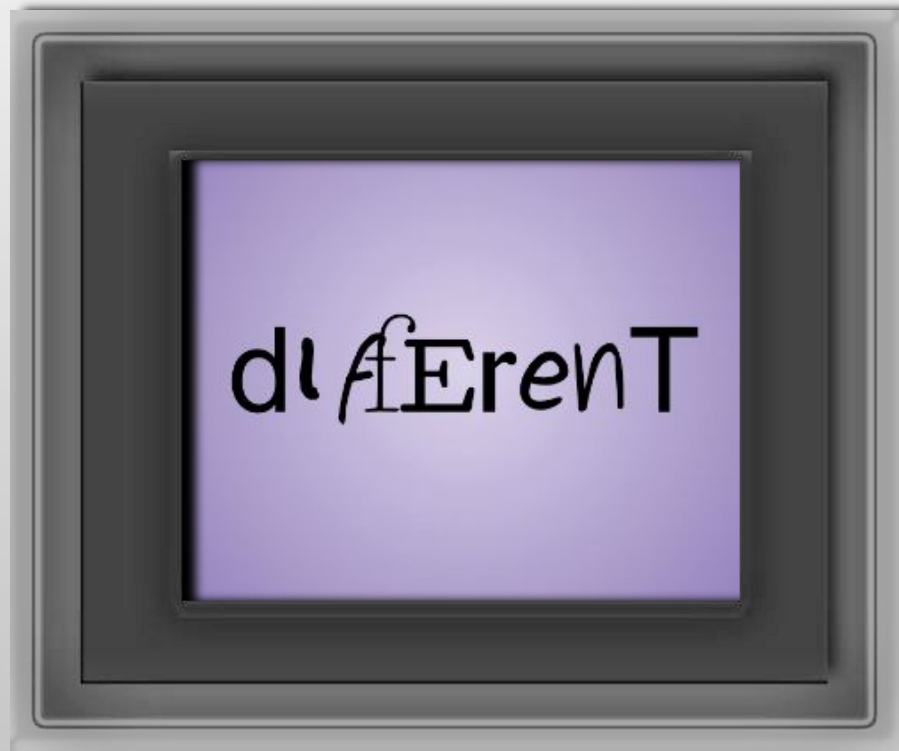
(The link is also in your workbook)



2. Ask **yourself** what you notice and what you wonder about what you see and hear?



The Basis of Differentiation



Why Differentiate?

LEARNERS' INTERESTS AND NEEDS

identities, goals, high-interest topics

LEARNERS' LANGUAGE PROFILES

strengths, weaknesses, gaps, preferences

LEARNERS' READINESS

prior knowledge, academic readiness



Example

Learning objective: *Ss will be able to write a short biographical statement for the class web page.*

I am a recent immigrant from Zacatecas, Mexico. I have a background in agriculture. I currently work for a company that specializes in custom gardening services. My interests include fishing and carpentry. I'm also an accomplished guitar player.

INTEREST: Help Ss identify the relevance of a biographical statement for contexts other than a class web page

Example

Learning objective: *Ss will be able to write a short biographical statement for the class web page.*

I am from _____. I have a background in _____.

I currently _____ where I _____.
(work for.../work at home)

My interests include _____ and _____.

PROFILE: More than half the Ss are at the foundations or low beginning level. Those Ss will use a simplified paragraph frame.

Example

Learning objective: *Ss will be able to write a short biographical statement for the class web page.*

Immigrated from:	When?	Employment before US	Current Situation	Interests	Special skills or abilities

READINESS: A few Ss in the class have an academic back-ground. During pre-writing, these Ss can work with a detailed graphic organizer and work from a model (not the frame).

What Can We Differentiate?



- ***Content***

- ***Process***

- ***Product***






CONTENT

Differentiating Context

PERSONAL INFORMATION

1. Recognize, state, write and respond to questions asking for personal information, including:

- | | | |
|-----------------------------|--------------------|-------------------|
| a. name (first, last, full) | d. phone number(s) | g. email address. |
| b. street address | e. zip code | |
| c. city and state | f. county | |

-  Fill out a reminder postcard and/or [address an envelope](#) for self or classmate with name and address.
-  With classmates, role-play basic introductions in workplace and training settings.
-  Participate in a mingle activity to create a contact list of classmates' names and email addresses for support outside of class

CONTENT

Differentiating Topics

Write an email about
an absence from

- _ work
- _ school
- _ a party

Send Header Fields

To: Chloe_G@mac.com

Cc:

Bcc:

Subject: Change of Plans!

Hi Chloe,
I'm so sorry but I can't go to the movies
with you this Saturday. I have to work.
I will call you early next week so we
can make another plan.

Have a great weekend!
Jayme

Send Header Fields

To: Romero_J@tampaelementary.edu

Cc:

Bcc:

Subj: Emilio Gold absence 1-12-21

From: Jayme Adelson Goldstein - lightheartedlearning@gmail.com

Dear Mrs. Romero,
I regret that my son, Emilio Gold cannot
attend class today. He has a bad cold.
I will get his class assignments from
the portal.

Thank you,
Jayme
818-555-1212

Send Header Fields

To: Anderson, Philip

Cc:

Bcc:

Subject: Unable to attend today at 1

From: Jayme Adelson Goldstein - lightheartedlearning@gmail.com

Message Size: 80 KB

Dear Phil,
I regret that I cannot attend the meeting
today at 1. I have a conflict.
I will get the meeting notes from
Ashley.

Warm regards,
Jayme

Jayme Adelson-Goldstein
(she/her)
Adult English Language Instruction
Teacher Education - Curriculum Development

PROCESS & PRODUCT ***Differentiating Objectives***

- **Recognize – Identify – Explain/Describe**
- **State – Discuss**
- **Listen for Key Details – Make Inferences**
- **Write 3-5 Sentences – A Paragraph – An Essay**
- **Read Visuals – Sentences – Short Text – Article**

PROCESS & PRODUCT

Differentiating Instructional Routines

Describing Pictures

Peer Dictation w/ Picture Cards

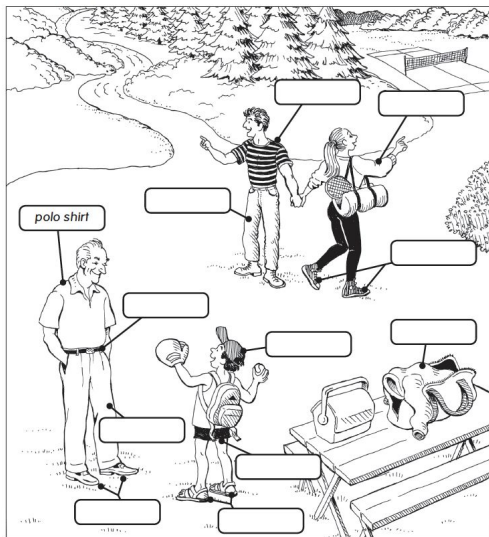
Role Play Scripts

► Round Table Label (See the Classic Classroom Activities Teaching Notes.)

OPD pages 86-90, 94-95

Looking Good at the Park

1. Work with 2 classmates.
2. Label what you see in the picture. Take turns.
3. Check your spelling in the OPD.



► What's Next? Work with a partner. Draw figures of people on a piece of paper. Take turns telling each other clothing items and accessories to draw on them.

► Guess What? Cards (See the Classic Classroom Activities Teaching Notes.)

OPD pages 86-87, 92-93

What should I wear to work?

1. Work with 3 classmates. Cut apart the cards. Put them face down in a pile.
2. Student A: Pick a card. Describe the word or phrase on the card. Students B, C, and D: Guess the word or phrase.
3. The first student to guess correctly keeps the card.
4. Take turns.



WORD LIST

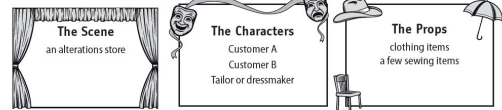
5.33 pants	5.37 safety vest	5.41 name tag	5.45 surgical scrubs
5.34 shirt	5.38 coveralls	5.42 bandana	5.46 waist apron
5.35 shoes	5.39 safety glasses	5.43 badge	5.47 chef's hat
5.36 hard hat	5.40 blazer	5.44 face mask	5.48 hairnet

► Role Play (See the Classic Classroom Activities Teaching Notes.)

OPD pages 86-87, 96-100

Lacy's Alterations Shop

1. Work with 2 classmates.
2. Write the character next to each line.
3. Choose your character. Write other lines you could say.
4. Practice saying the lines. Act out the role play.



The Script

Customer A: Can you help me? I bought a jacket, but it's too tight.*
 Let me see. Yes, I can let it out for you.
 That's great.
 And there's a button missing, too.
 Really? You're right.
 I can sew it on for you.
 Thanks!
 Excuse me, I'd like to shorten these pants.
 Sure, could you put them on, please?
 OK. The zipper is broken, too.
 I can fix that. Let me get my tape measure.

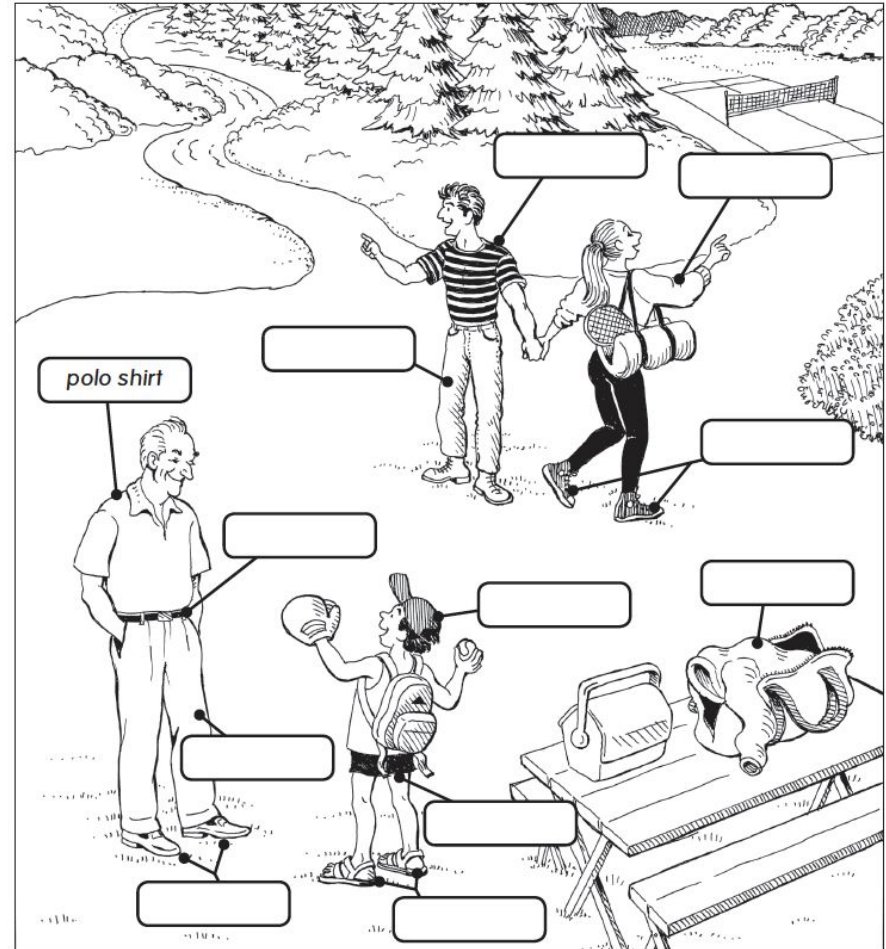
*You can use other vocabulary for the underlined words.

► What's Next? You are going on vacation. Decide where you will go and what clothes you need. Make a list of 20 clothing or accessory items. After you finish, tell the class where you are going and what items you are taking.

- **Pre-literacy, label w/ number from a word list**
- **Low Beginning level: label w/words**
- **High Beg./Low Int write discreet sentences about the images using the target vocab.**
- **Higher-levels: work together to write a paragraph about the scene.**

Looking Good at the Park

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2. Label what you see in the picture. Take turns.
3. Check your spelling in the OPD.



► **What's Next?** Work with a partner. Draw figures of people on a piece of paper. Take turns telling each other clothing items and accessories to draw on them.

PROCESS & PRODUCT

Differentiating Peer Dictation

- Lower-level learners dictate words to each other
- Mid-level learners dictate sentences to each other.
- Higher-level learners dictate questions and answers and more complex sentences.

He wears
a vest at
work.

A vest?

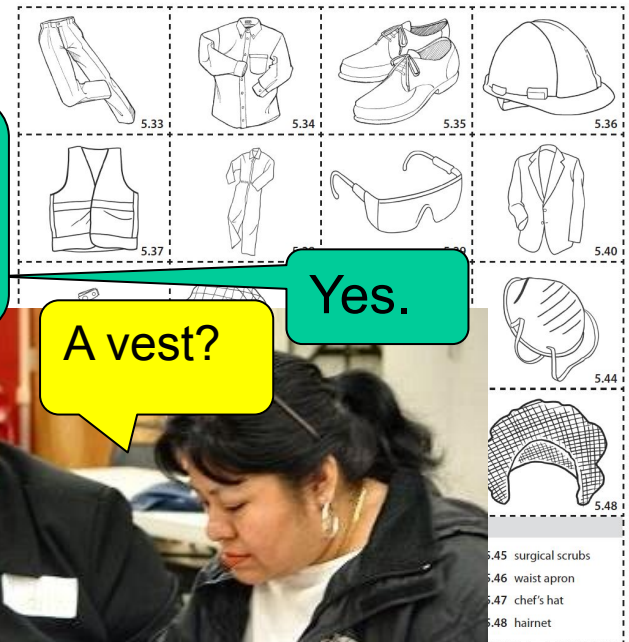
Yes.



► Guess What? Cards (See the Classic Classroom Activities Teaching Notes.) OPD pages 86–87, 92–93

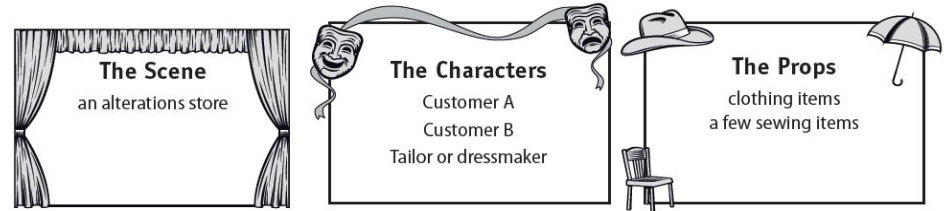
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I can fix that. Let me get my tape measure.

*You can use other vocabulary for the underlined words.

► **What's Next?** You are going on vacation. Decide where you will go and what clothes you need. Make a list of 20 clothing or accessory items. After you finish, tell the class where you are going and what items you are taking.

- Lower-level learners can use a pattern dialog and substitute authentic information.
- Mid-level learners can be asked to add at least two more lines.
- Higher-level learners can write an original script AND flesh out the characters.

Role plays can also be effective in mixed ability groups.

Across levels and modalities, learners can complete assessments that..

- explain what they've learned in their own words.
- teach what they've learned to others.
- justify their responses to questions and/or their reasoning.

and demonstrate

- critical thinking.
- problem solving skills.
- metacognition.
- self-awareness.
- empathy.

PRODUCT

Differentiating Assessment

Write a newspaper article!



Write an article advising readers how to use social media safely. See this [example](#).

Make a poster!



With a partner or alone **create a digital poster** on using social media safely. Review the [Canva](#) tutorial. See this poster [example](#).

Conduct an interview!



Use [Anchor](#) or your smartphone to make a **podcast**. Interview a classmate or family member about using social media safely. Use this [template](#) to plan.

Modality Analysis

What modalities best suit my learners and the content and instructional routines in this lesson?



Instruction Modality Analysis

What modalities will learners engage in during the lesson? Will they...	✓	Notes
1. listen to spoken and recorded texts (e.g., lectures, podcasts, broadcasts)?		
2. view and respond to a video?		
3. draw?		
4. look at and respond to illustrations or photographs?		
5. create a chart, graph, or map?		
6. look at and respond to charts, graphs, or maps?		
7. read silently?		
8. read along silently while listening to the text read aloud?		
9. read aloud to others?		
10. learn a mnemonic?		
11. add to a vocabulary journal?		

How can our
lesson design
pave the way
for
differentiation?



OPENING, WARM-UP/REVIEW, CLOSING



1. CONNECT

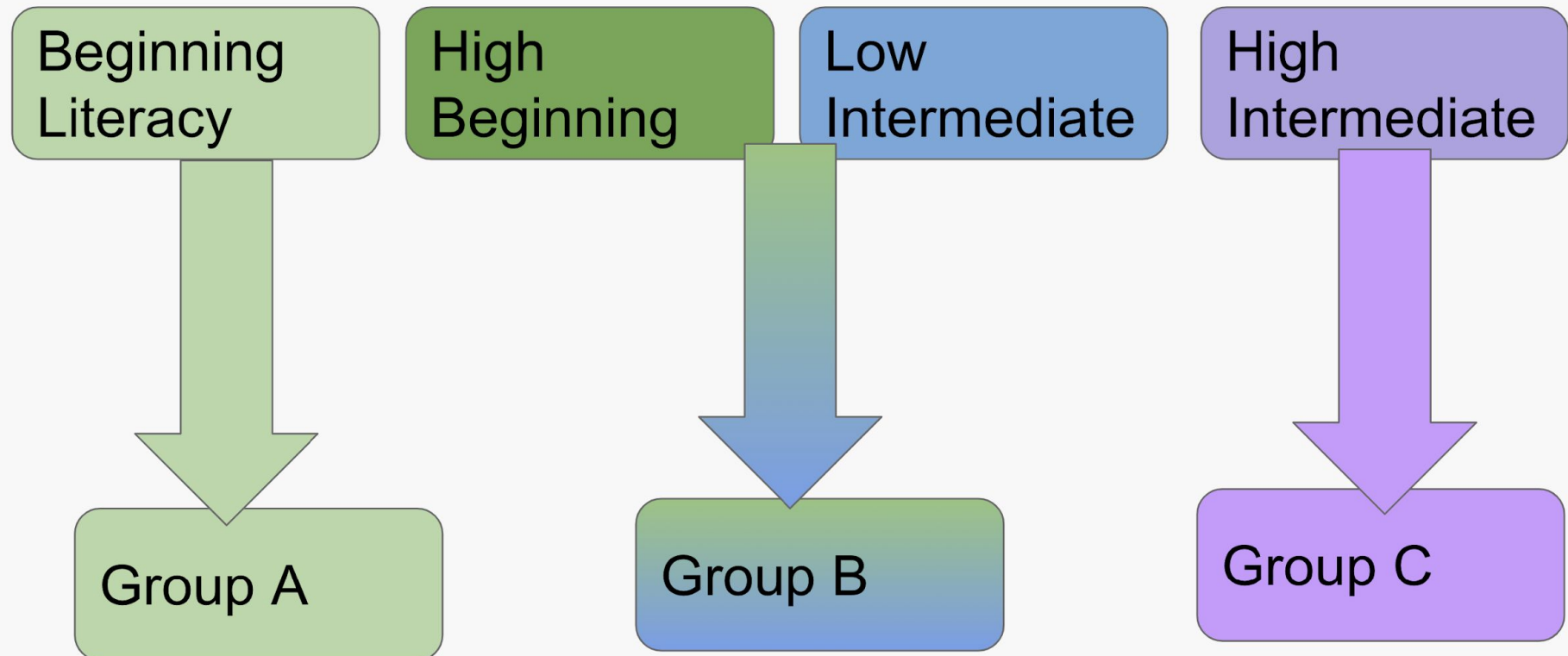


2. ANALYZE & CATEGORIZE

HELPS WHEN CONSIDERING:

- **GUIDED PRACTICE**
- **SCAFFOLDING/INCREASING CHALLENGE LEVEL**

****GROUPINGS SHOULD BE DYNAMIC & RESPONSIVE****



HELPS WHEN CONSIDERING:

- **GUIDED PRACTICE**
- **SCAFFOLDING/INCREASING CHALLENGE LEVEL**

****GROUPINGS SHOULD BE DYNAMIC & RESPONSIVE****

**Beginning
Literacy**

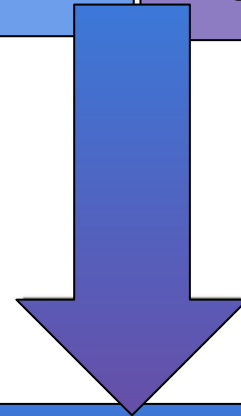
**High
Beginning**



Group A

**Low
Intermediate**

**High
Intermediate**



Group B

3. CREATE FLOW



THEME-ESSENTIAL QUESTION

OBJECTIVE-ASSESSMENT

*Career
Exploration*

*"Choose a job you
love and you'll
never work a day
in your life."*


What makes a job
desirable?
Can any job be
a job you love?
Why or Why not?

*Be able to
state & write
Job Skills*

*Soft
Skills*

*Hard
Skills*

*Recorded
Short Bio
w/ skills*



4. SET LEVELED OBJECTIVES AND ASSESSMENTS

- **Leveled objectives connect but differentiate for profile and readiness.**
- **Ideally, work that higher levels do will build on lower-level learners' work**

TOPIC: CAREER EXPLORATION - JOB SKILLS

Identify and state 1-2 soft skills and 1-2 hard skills in response to the question "Tell me about your skills."

State top 3 soft skills and briefly describe evidence of each during a brief interview.

Answer questions related to job skills during a job interview and expand and clarify as needed.

INTRODUCTION & PRESENTATION WITH THE WHOLE CLASS

5. BUILD KNOWLEDGE TOGETHER

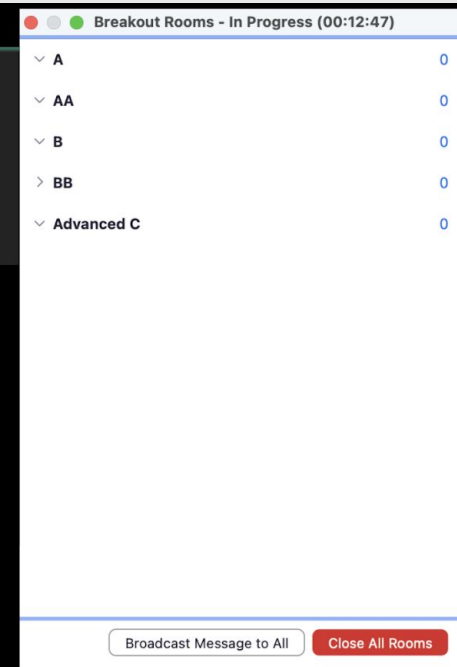
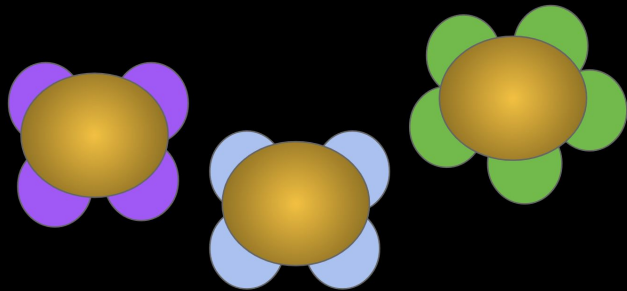
TED



A photograph of three people in a meeting. A man on the left is smiling and looking towards the center. A woman in the center is smiling and looking towards the right. A woman on the right is partially visible, looking towards the center. They are in a room with large windows and indoor plants.

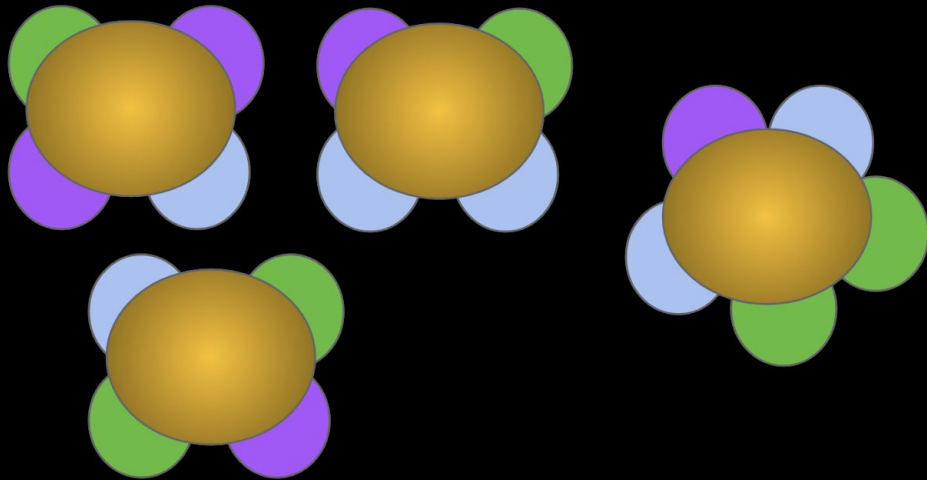
6. DRAW ON LEARNERS' AGENCY & AUTONOMY

Using like-ability (same proficiency) grouping to provide guided practice for learners' level-specific needs...



FLIP SOME OF THIS PRACTICE WHEN POSSIBLE!





















Use mixed-level group activities to provide learners with communicative practice and fluency building.



Roles and tasks help all learners participate



Can you recall the 6 ways your lesson design can support differentiation?

1. C   N  C T
2. A  A  Y Z  & CATEGORIZE
3. CREATE  L  W
4. SET L  V  L  D OBJECTIVES
5. B  I  D K  O  L   G E TOGETHER
6. DRAW ON LEARNERS'  G E   Y & AUTONOMY



Differentiating with digital tools

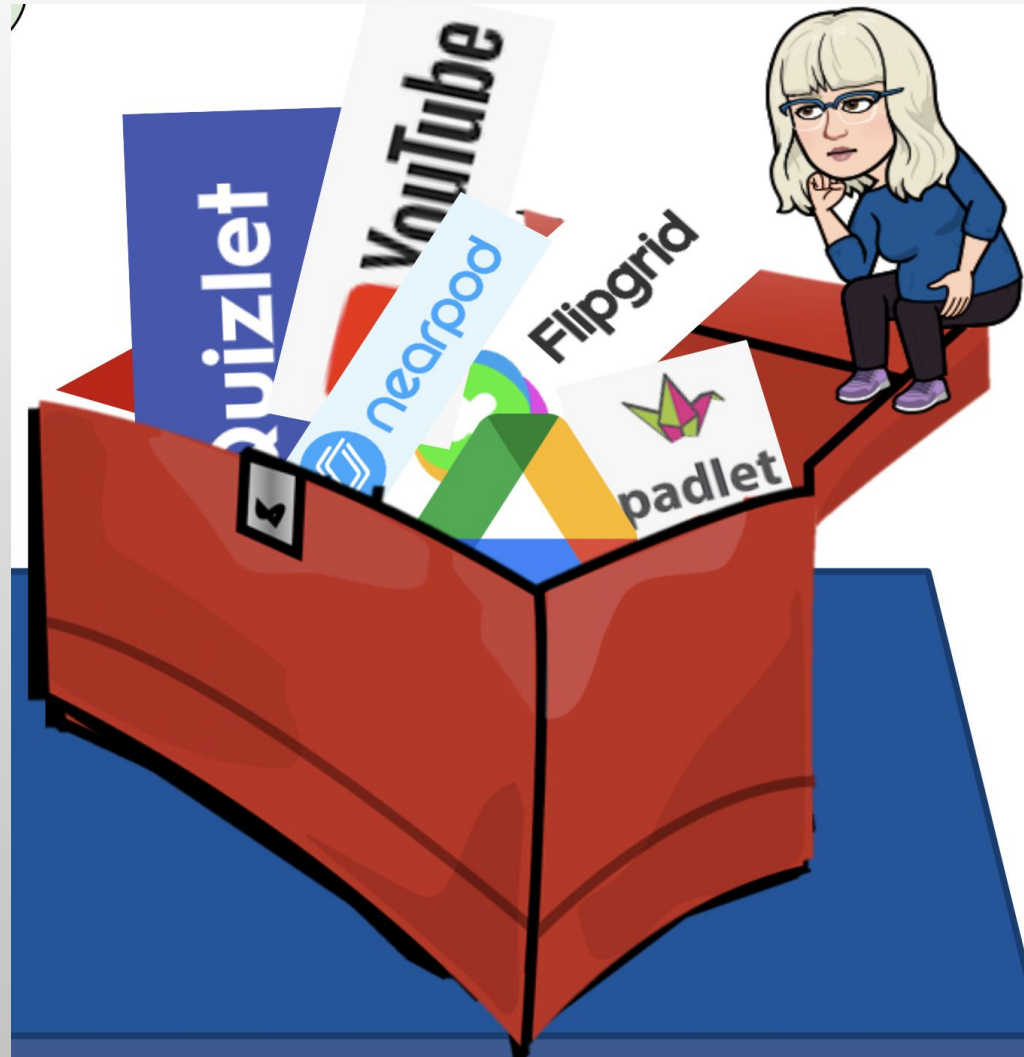
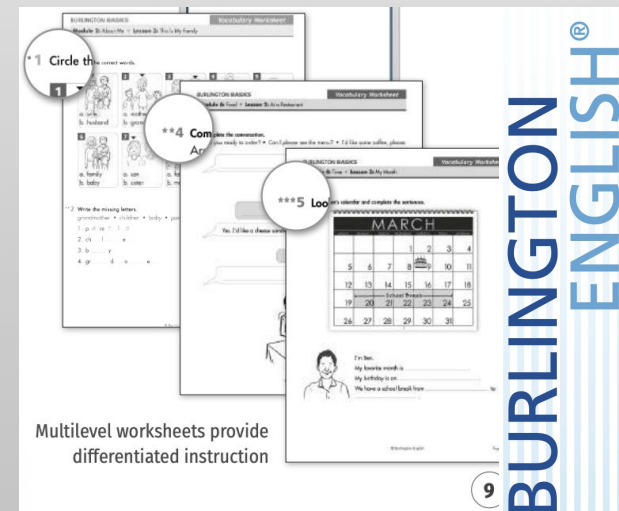
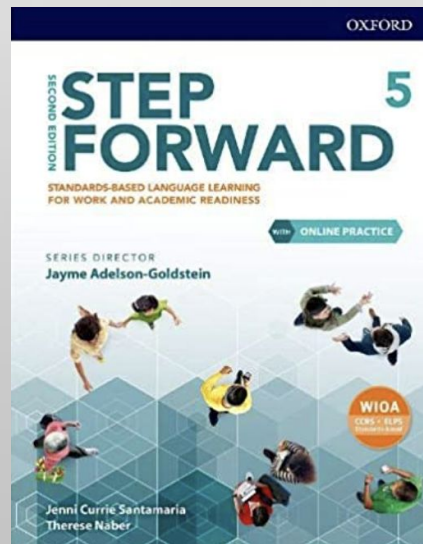
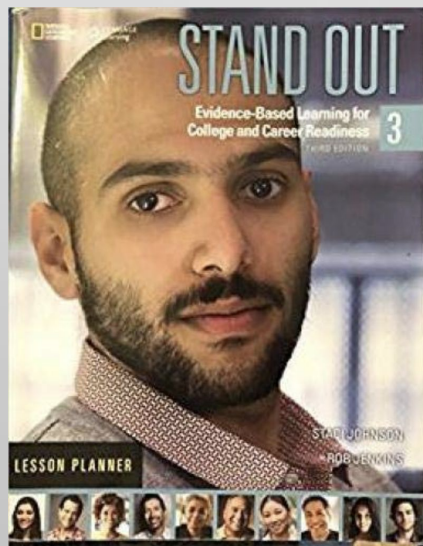
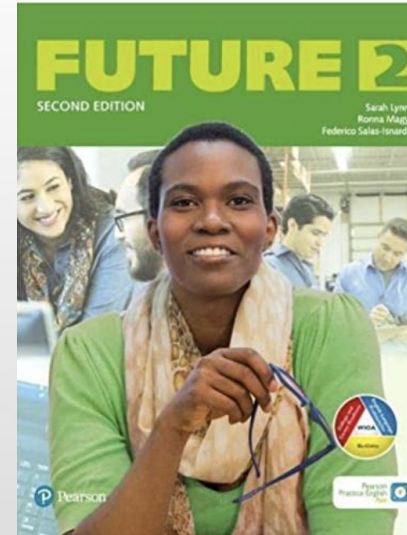
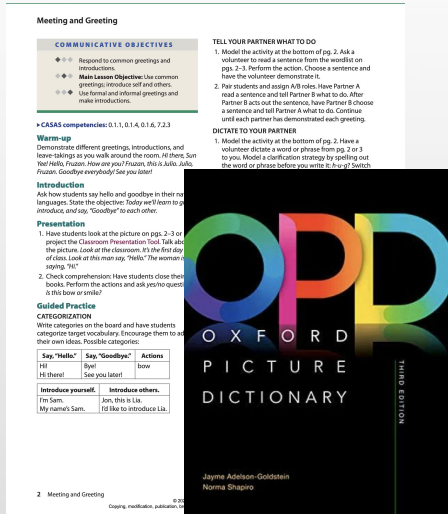


Image credit: composition by facilitator



VENTURES BOOK 1- LESSON D: READING (HEALTH UNIT)

LESSON D Reading

1 Before you read

Talk. Maria is in the doctor's office. Look at the picture. Answer the questions.

- Who is with Maria?
- What's wrong?

2 Read

 **Listen and read.**

The Doctor's Office

Poor Maria! Everyone is sick! Maria and her children are in the doctor's office. Her son, Luis, has a sore throat. Her daughter, Rosa, has a stomachache. Her baby, Gabriel, has an earache. Maria doesn't have a sore throat. She doesn't have a stomachache. And she doesn't have an earache. But Maria has a very bad headache!

Look at the exclamation points (!) in the reading. An exclamation point shows strong feeling.

3 After you read

A Read the sentences. Are they correct? Circle Yes or No.

- | | | |
|--|-----|------|
| 1. Maria and her children are at school. | Yes | (No) |
| 2. Luis has a backache. | Yes | No |
| 3. Rosa has a headache. | Yes | No |
| 4. Gabriel has an earache. | Yes | No |
| 5. Maria has a bad headache. | Yes | No |
| 6. Everyone is happy today. | Yes | No |

Write. Correct the sentences.

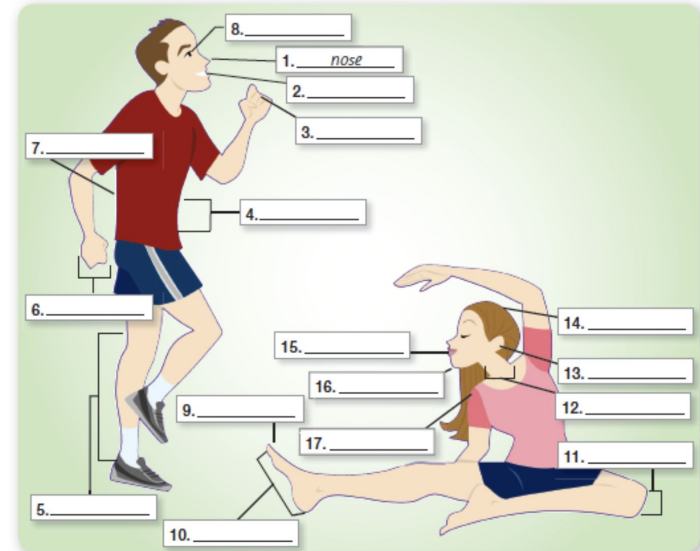
- Maria and her children are in the doctor's office.

B Write. Answer the questions.

- Does Maria have a cold? _____
- Do Luis and Rosa have headaches? _____
- What's the matter with Maria's children? _____

VENTURES BOOK 1- LESSON D: READING (HEALTH UNIT)

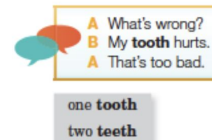
4 Picture dictionary Parts of the body




A Write the words in the picture dictionary. Then listen and repeat.

back	ear	finger	hand	knee	mouth	nose	stomach	toe
chin	eye	foot	head	leg	neck	shoulder	teeth	

B Talk with a partner. Change the **bold** word and make conversations.



 Read a paragraph about health problems; use vocabulary for parts of the body **UNIT 4** 51

Are there scaffolds or challenges included in the lesson plan?

Could there be more?
Use what you've learned to insert differentiation as needed

Food Preparation and Safety

COMMUNICATIVE OBJECTIVES

◆◆◆ **Main Lesson Objective:** Interpret a recipe.

► **CASAS competencies:** 1.1.1, 1.2.8, 3.5.3, 7.2.6

Warm-up

Write *How do you keep your food safe?* on the board. Ask students to brainstorm answers. Write their ideas on the board.

Introduction

Have students look at the Food Safety section on pg. 76 or project the Classroom Presentation Tool. Elicit the kinds of food that need to be chilled. State the objective: *Today we're going talk about preparing food.*

Presentation

1. Have students open their books to pgs. 76–77 or project the Classroom Presentation Tool. Focus their attention on these items: *clean, cook, chill, fried, barbecued, roasted, boiled, stir-fried, scrambled, preheat, slice, steam, bake, cut up, peel, chop, boil, and mix*. Ask students what foods they barbecue, stir-fry, steam, etc. Write the words in a list on the board and identify it as the Basic Vocabulary list. Discuss the rest of the words you want to teach and make a second list.

DICTATE A RECIPE

1. Dictate a simple recipe:
 1. *Open a can of tuna.*
 2. *Put the tuna in a bowl.*
 3. *Add two tablespoons of mayonnaise.*
 4. *Chop a tablespoon of onion, one celery stalk, and a dill pickle.*
 5. *Add the vegetables to the tuna.*
 6. *Mix the ingredients.*
 7. *Serve on two slices of bread or on lettuce.*
2. Have volunteers write the sentences on the board. Correct as a class. Ask students if they can name the recipe (tuna salad).

For more guided practice

Use Pronunciation Worksheet - Food Preparation and Safety and Workbook pgs. 76–77.

Use the Dictionary Audio to review the target vocabulary.

Communicative Practice

MORE VOCABULARY

Read the words and definitions at the bottom of pg. 76. Elicit sentences using the new words. Write several on the board and correct them as necessary. Additional words you may want to introduce are *food allergy, food poisoning, bleach, and scrub*.

GROUP RECIPES

1. Put students in small mixed-ability groups (see

MULTILEVEL GROUP RECIPES

- ◆◆◆ Assign these students the role of group timekeeper.
- ◆◆◆ Ask these students to be recorders and reporters.
- ◆◆◆ Have these students check the grammar and spelling of the recipe.

conversations. Set a time limit (three minutes). Ask volunteers to share a conversation with the class.

Question 1: Which of the following should NOT complete this sentence as a strong rationale for differentiation:

“My class has learners with...”

- A. different levels of language proficiency
- B. different educational backgrounds
- C. different interests
- D. different hair color
- E. different learning preferences

**YOU
CAN
DO IT!**



Question 2: According to Carol Tomlinson, what are three areas a teacher can consider differentiating?

- A.** content, context, and communication
- B.** content, process, and product
- C.** ESOL, Math, and Civics
- D.** categorizing, matching, and sequencing
- E.** reading, writing, speaking and listening

**YOU
CAN
DO IT!**



**Question 3: A scaffold is to an ESOL learner as
_____ are to a new bike rider.**

- A. handbrakes**
- B. tires**
- C. training wheels**
- D. headlights**
- E. pedals**

**YOU
CAN
DO IT!**



Question 4: At which two stages of the lesson are like-ability groups most useful?

- A. Introduction and Warm-up**
- B. Guided practice and Evaluation**
- C. Introduction and Guided Practice**
- D. Opening and Closing**
- E. Introduction and Presentation**

**YOU
CAN
DO IT!**



1. **D.** My class has learners with different hair colors is not a strong rationale for differentiation. ☺
2. **B.** content, process and product
3. **C.** A scaffold is to an ESOL learner as training wheels are to a new bike rider.
4. **B.** Like-ability grouping is most useful at the guided practice and evaluation stage.



WATERFALL CHAT



Thank you for listening,
noticing, wondering and
participating!



Additional Resources:
[Differentiating Instruction Folder](#)



Give IPDAE Your
Feedback!

