

Differentiation

B	I	N	G	O
Provide students with a choice of graphic organizer.	Differentiate PRODUCT based on preferred STYLE/MODALITY	Write 5-7 learning targets for your next unit.	Read up on Marzano's 9 Instructional Strategies that Work.	Use centers to differentiate based on readiness, interest, or learning style.
Teach a minilesson to review or reinforce knowledge or skill.	Design a lesson with heterogenous grouping (in readiness, interest, or learning style).	Offer product options for a culminating assessment.	Give students the choice of working alone or with another person.	Ask students to choose an activity/product that is not in their preferred learning modality. Reflect.
Try taking notes in a new way (linear, web, Cornell, sketchnotes)	Offer pluralized instructional strategies when summarizing a text.	FREE SPACE (Your choice of activity that supports differentiation)	Teach a minilesson to extend knowledge or skill.	Purposefully change grouping of students at least once during a class period.
Share a differentiated lesson with your teaching team/colleague.	Differentiate the learning process by learning modality.	Design a lesson with homogenous grouping (in readiness, interest, or learning style).	Offer multiple entry points for your next lesson or unit.	Offer pluralized instructional strategies to approach note-taking.
Use the GRASPS framework to design an assessment.	Devise a self-paced, differentiated process-based hyperdoc for a lesson or unit.	Scaffold your text to support students who struggle with reading.	Pre-assess for interest, learning profile, or readiness.	Provide audio or visual support for a text.

adapted from Strickland (2009)

Try to complete a full BINGO from now until the end of the year. If you succeed, come on down to the Clubhouse in 2500 or email vlobbed127.org to receive a prize!