

Incorporating Flexible Grouping into Unit Design (Advanced)

Activity (Cont.)

2. Study the idea grid below for suggestions of other ways to differentiate content, process, and products for readiness, interest, and learning profile. Note that, although we separate these elements for ease of learning, they may overlap considerably at times. (For example, if students are allowed to process via a preferred modality, they may be more ready for particular content.)

Idea Grid

	Content	Process	Product
Readiness	• Scaffold reading and find advanced texts. • Provide minilessons on above-grade-level content. • Provide minilessons on prerequisites. • Provide note-taking tools and/or vocabulary support (word banks).	• Allow students to dictate journal entries or other writing tasks (when appropriate). • Ask advanced students to work at a higher level of expertise or use more authentic materials or processes. (Remember, all students should work with authentic materials in ways similar to professionals in the field.) • Provide a set procedure for students to get extra help while working in the classroom. • Model the process and/or provide additional practice time for students who need it. • Provide practice opportunities (both in-class and as homework) at various levels of difficulty. • Break down the directions for students who need extra guidance.	• Require advanced students to work on products that are more expert-like or at a level of expertise appropriate to their growth. • Provide models of and rubrics for high-quality work. • Adjust time lines or check-in points for long-term projects. • Offer "polish-your-product" seminars for different levels of expertise. • Provide minilessons on aspects of the product. • Vary the audience for the product (e.g., some students might "present" their work to the local horticulture club while others "present" to a team of professors from the local agricultural university).

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	Content	Process	Product
Interest	• Have students become experts in one area of content and teach others (jigsaw method). • Design interest centers for the classroom. • Allow students to study content from a range of perspectives. • Assign independent research on a topic of choice (a composer, a New World explorer, a trigonometry application, etc.). • Assign novels with the same theme but different topics (adventure underwater, in the mountains, in space, etc.).	• Let students work with friends (when appropriate). • Provide mentoring opportunities. • Let students choose a lens through which they work (e.g., suggest they examine environmental issues as a chemist, a biologist, or a physicist might; allow them to show you that they understand the rules of perspective via a variety of artistic media; ask them to investigate a culture while acting as an anthropologist, a sociologist, an archaeologist, etc.).	• Allow students to show what they know through a lens of interest (e.g., show that they understand the effect of the jet stream on climate in a particular region of interest; show that they understand how sales tax works when buying their favorite toys).
Learning Profile	• Provide simultaneous options for accessing content that appeal to varied learning styles (e.g., lecture, small-group instruction, individual readings, reading buddies, books on tape, explorations). • Match topics to student intelligence preferences when possible (e.g., allow a musical student to focus on patriotic songs of a particular time and a student who is highly visual to study propaganda posters from the time). Jigsaw the content so all have access as appropriate. • Give the option to read text about the content before or after the lecture or direct instruction. • Provide the option to turn and chat or stop and think about the content as they listen or read.	• Allow students to work alone or in small groups (when appropriate). • Assign group roles according to learning profile preferences. • Provide a choice of graphic organizers (e.g., some that are more sequential in nature; others that are more random). • Give students the choice of competing against others or competing against themselves. • Allow students to keep pace while they read or listen (as long as it is not disruptive to others). • As much as possible, honor student requests about where to sit (e.g., up front, near the heater). • Allow students to debrief activities via journals or small-group discussions.	• Allow students to work alone or in small groups (when appropriate). • Allow for a wide range of product choices that represent varied styles, intelligence preferences, and cultural values. • Provide options for sharing products that respect student differences (e.g., allow students to present in front of the class, in a small group, or one-on-one).