

[Back to Schedule](#)

# Differentiating Math and Reading Strategies Across the Curriculum

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Preschool/Elementary

#IgniteNTW

Use the space below to record any notes or resources you come across during your discussion.

## Notes/Resources:

- Fair doesn't mean equal-Fair is everybody gets what they need
  - If we just stand and deliver, think of the kiddo that "can't see over the fence".
- Students don't feel like it is ok to be "stupid" because it is easier to be naughty and get your attention off them not knowing something
- If students feel successful, they stay in the room
- We need to teach our kids they can do hard things.
- Perseverance is a skill we need our kids to learn
- GROWTH MINDSET-"I don't know it....YET"
- Safeshare.tv (great resource to use for youtube videos)
- Video-Carol Tomlinson
  - Differentiation Central (site)

- Differentiated Instruction is a way of thinking about teaching where we establish learning goals and teach with an eye on the student.
- Look at the learning goals and ask yourself how you can adjust the learning to meet each child's needs.
- Disaggregate "The Student" and grouping all students in a lump sum generalization
- It is not easy--BUT IT IS WORTH IT TO GET OUR STUDENTS TO UNDERSTAND
- Focus on CONTENT, PROCESS, or PRODUCT to differentiate
- How do students show the learning? Start small
- Can't be out of a student's grade level for the whole day- have to come back to the standards
- Tiered lessons-what's the most basic understanding and then build from there. Kids want challenges.
- Teaching a whole group lesson and then teaching them at their needs with their small group lesson
- Give your math and reading block a name-doesn't matter what you call it-center, stations, math menu, daily 3 math, guided math....as long as the kids know, you are good! :)
- If things aren't working in your groups while students are independently working, don't be afraid to stop and re-teach expectations
- Fabulous website- MN Math and Science Frameworks: [Scimathmn.org/stemtc/frameworks](http://Scimathmn.org/stemtc/frameworks)

-note the section “work from previous grades that supports this new learning”

-check out assessment tab: can use as exit tickets

- Use a self-evaluatory scale-teacher uses their scores to either reteach or to provide extension
- Early finishers-
  - enrichment activity or Ipad
  - Challenge packet
  - Write “can do” so students can go to for games or activities in things that they can do
  - WAM-Writing about math journals
  - Interactive math notebooks