

First grade classroom

Student one is a male student reflecting average knowledge in mathematics and reads at a mid first grade level. The student is able to understand and work independently although due to impulsive moments he can demonstrate overactive behavior. Do to this we must keep him busy and engaged. Student one learns quickly and understands his work well.

Student two is a female student with low retention and difficulty recalling numbers as well as letters. She is kinder level in reading and mathematics in this first grade classroom. The student is verbal and not shy which helps her communicate with teachers and peers.

In a classroom of 21 students we have both the higher leveled students and the lower levels in both ELA and Math and the students that are in between these to level of students. We have broken up these students into homogeneous groups in order to meet the needs of each individual in the groups. When reading about the UDL and the effective work it displays in teaching and learning it is evident that UDL design has been studied and has been effectively applied in classrooms across the country. Although UDL is slightly different from differentiation it can be used to support students learning in the classroom. According to the article **Differentiated Instruction**

The best way to begin is knowing the students' needs, ability and likes. There are varied approaches that can be taken in the case of my students, student one would be able to work independently to begin. I will do a mini- lesson for the whole group and send them to small groups. Although some teachers use mini -lessons for small groups, I use if for a whole group to model the work and demonstrate the objective of the lesson. Although student one is advanced I give him hands on manipulatives for his work. And he can complete the first two addition problems then create two of his own showing his equation on the page and drawing the model of his work.

For student number two I would have a small group with the student and peers in her group. She will be able to rotate like the other students with the aim in the small group with the teacher being to identify the numbers correctly, recognize and recall the numbers also showing quantity using counters. The numbers will be 1-5 to start then continue with the 6-9. Growing on this in order to hit the objective the student will be able to use playing cards 1-5 in an addition to show how to add. (put together).

Resource:

<https://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller>  
[https://dr-hatfield.com/educ342/Differentiated\\_Instruction.pdf](https://dr-hatfield.com/educ342/Differentiated_Instruction.pdf)

<https://www.prodigygame.com/main-en/blog/differentiated-instruction-strategies-examples-download/>