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Overall, during my time as I am student teaching this semester there are differentiation methods that I decided to use in the classroom. Progressive tasks are possible for teachers to set separate work or exercises to different students based on their abilities. Progressive learning encourages students to reflect on their learning, follow their own questions, and engage in collaboration with peers and teachers. I noticed problem-solving and communication skills while XX was completing the math assignment to create his own basic subtraction problem. I asked him to present his problem and to explain it. When he made a mistake on one problem he was receptive to me reteaching him the correct way on how to solve the problem and saw where he made the error.

Verbal and visual support is highly recommended in my class. The students constantly need to be reminded of the directions for any assignment and it should be verbally stated clearly and concisely often. The pace of the lesson has to be stated at a slow to medium speed; based on the students body language I can tell whether they are grasping the information being taught to them or not. There are pictures, counters, manipulatives, and story boards that can aid students in various ways. During the math lesson I gave students marshmallows and also manipulatives and they were told to use the items to create math problems with it and for the students that had the worksheet with problems already they used it to solve problems.

NN is a second grade boy, who came a long way. He gets upset when he does not get his way and he enjoys playing on his tablet. He is the ring leader in the class and students tend to follow him, but if he tells the students to do their work they will. When he saw the worksheets being handed out he said, “this is easy”; some worksheets had three problems already created for the level 1/level 2 students. NN is a higher level student, so I gave him the worksheet where he has to create his own three basic subtraction problems on his own.

MM is a first grade girl, who is smart but limits herself. When you ask MM to answer a question she states automatically, “I don’t know.” I feel like she limits herself at such a young age and she also states that comment for avoidance of completing an assignment. She was given the worksheet to create three basic subtraction problems and she was able to complete it and share it in the front of her class to her peers. When she was given the story map to draw the pictures of the characters and the settings instead of writing it she refused and said, “I do not know how to draw.” She drew me a beautiful picture earlier that day. She knows how to draw but wanted to trace it on top of the IPAD to make it “perfect” I assume.

"*According to Tomlinson and Strickland (2005), teachers usually differentiate instruction by adjusting one or more of the following: the content (what students learn); the process (how students learn); or the product (how students demonstrate their mastery of the knowledge or skills). However, there is no one-size-fits-all model for differentiated instruction; it looks different depending on the prior knowledge, interests, and abilities students bring to a learning situation."* This passage states exactly how differentiating is essential in a classroom in order for students to learn and how students should learn. It plays a major effect when students have prior knowledge on the information they are learning but sometimes that is not the case.