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EDU470/EDG 590: Student Teaching Seminar

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Differentiated Instruction

Student 1 (XX): XX is a student who struggles with reading comprehension, particularly with understanding abstract concepts and making inferences. To support XX's learning, I will incorporate the following differentiation methods:

- 1. Visual Aids:** I will create graphic organizers and other visual aids to help XX better understand abstract concepts. Creating graphic organizers and other visual aids can help students like XX organize their thoughts and make connections between ideas. For example, using a Venn diagram or mind map can compare and contrast two different characters in a story characters similarities and differences, making between the characters, which will make it easier for them to understand the story as a whole.
- 2. Guided Reading:** I will incorporate guided reading sessions where I will work with XX in small groups, using materials and texts that are at their callow XXhis will allow for a more personalized approach to reading instruction and allow XX to ask questions and receive support as needed. During the guided reading sessions, the teacher can model the strategies of good readers, such as predicting, summarizing, and questioning. This will help XX to develop these skills and become a more confident and independent readers. The teacher can also use this time to provide feedback on XX's reading and comprehension, identify areas that highlight events, and set personalized goals.

Research-Based Strategies: Patesan et. al. (2018) highlight the benefits of using visual aids in teaching a foreign language, such as displaying complex information, introducing variety into class activities, and helping students retain information. Additionally, using visuals can grab and maintain students' attention, motivate them to engage with the lecture's topic, and enhance their learning.

These benefits align with the goals of using visual aids to support XX's learning in reading comprehension. By creating graphic organizers and other visual aids, XX can better understand abstract concepts and make inferences in reading. For example, using a Venn diagram or mind map can help XX compare and contrast two different characters in a story, which may be difficult to do through reading alone.

Paterson et al.'s (2018) research emphasizes the importance of visuals in enhancing learning for students familiar with the visual interface of multimedia and internet technologies. By incorporating visual aids in reading instruction, XX may be more engaged in the learning process, and thus more likely to retain and apply what they have learned.

The use of visual aids as a differentiation method for XX is supported by both research and practical experience. Visual aids have been shown to improve reading comprehension and help students better understand abstract concepts. Incorporating visual aids into reading instruction can enhance engagement and retention of information for XX and other students.

Research by Yazdani and Mohammed (2015) can further inform the selection of effective reading strategies for supporting XX's learning. According to their study, both Directed Reading Thinking Activity (DRTA) and Guided Reading (GR) can foster reading comprehension skills,

but DRTA had a more significant positive effect than GR. While the study was conducted with Iranian students learning English as a foreign language, the findings suggest that explicit instruction of learning strategies can improve reading comprehension skills for students struggling with this skill, such as XX.

To build on the use of guided reading sessions as a differentiation method for XX, incorporating elements of DRTA can further support their reading comprehension. DRTA involves explicitly teaching students to make predictions and generate questions as they read, which can help them actively engage with the text and better comprehend it. By incorporating DRTA into guided reading sessions, XX can practice making predictions and generating questions about the text, which can improve their comprehension and support the development of these skills.

Student 2 (YY): YY is a student who struggles with attention and focus. To support YY's learning, I will incorporate the following differentiation methods:

- 1. Kinesthetic Learning:** YY is a student who struggles with attention and focus, so incorporating kinesthetic learning methods can be an effective way to engage them in the learning process. Kinesthetic learners prefer hands-on experiences and learning through movement and physical activity. This can be achieved by allowing YY to stand or move around while working on assignments or incorporating physical activities such as stretching, dancing, or acting out a scenario related to the lesson. Additionally, incorporating brain breaks into the lesson can also help keep YY engaged and focused. These short breaks can include physical activity, breathing exercises, or relaxation techniques that help YY refocus and recharge.
- 2. Chunking Information:** YY's struggles with attention and focus can make larger assignments or lessons overwhelming and difficult to manage. Breaking down larger assignments or lessons into smaller, more manageable parts is a research-based strategy that can help YY stay on task and feel less overwhelmed by the workload. This can be achieved by breaking up assignments into smaller segments or providing a timeline with specific due dates for each segment. Another approach is to use graphic organizers or mind maps to visually represent the different components of the assignment or lesson, making it easier for YY to understand and organize the information. By breaking down the workload into manageable parts, YY can stay focused and motivated to complete each task, leading to greater accomplishment and success in the learning process.

Research-Based Strategies: Incorporating research-based strategies can enhance the effectiveness of teaching and learning. Two relevant studies that can inform strategies for supporting YY's learning are Csapo and Hayen's (2006) study on learning styles and Bodie et al.'s (2006) study on active learning.

Based on Csapo and Hayen's (2006) study, YY's kinesthetic learning style suggests incorporating activities that involve movement and physical activity into the lesson to help YY stay engaged and focused. For example, incorporating opportunities for YY to use a standing desk or incorporating brain breaks into the lesson can help YY stay focused and improve their learning.

Bodie et al.'s (2006) study on chunking, priming, and active learning can be useful in breaking down larger assignments or lessons into smaller, more manageable parts, which can help YY stay on task and feel less overwhelmed by the workload. By using a blended teaching method such as Concept Keys, YY can be presented with complex skill sets in manageable units of information, which will allow them to reflect on and incorporate such information into their schema of what it means to be socially competent.

Therefore, as a teacher, I will incorporate kinesthetic learning activities and chunking information strategies into my teaching approach to support YY's learning needs

References

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