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Calculating an Approach to Differentiation in Math

Emily Schimick
Illinois Wesleyan University

Robin Leavitt, Faculty Advisor
Illinois Wesleyan University

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Calculating an Approach to Differentiation in Math

Emily Schimick
Educational Studies
Illinois Wesleyan University



Two second graders enjoy exploring geoboards during math stations.



Students are engaged as they participate in an activity involving thermometers.

Methodology

Participants: 26 second grade students

Data Collected: photographs, field notes, pre-and post-test scores, and student work

Differentiation Strategies

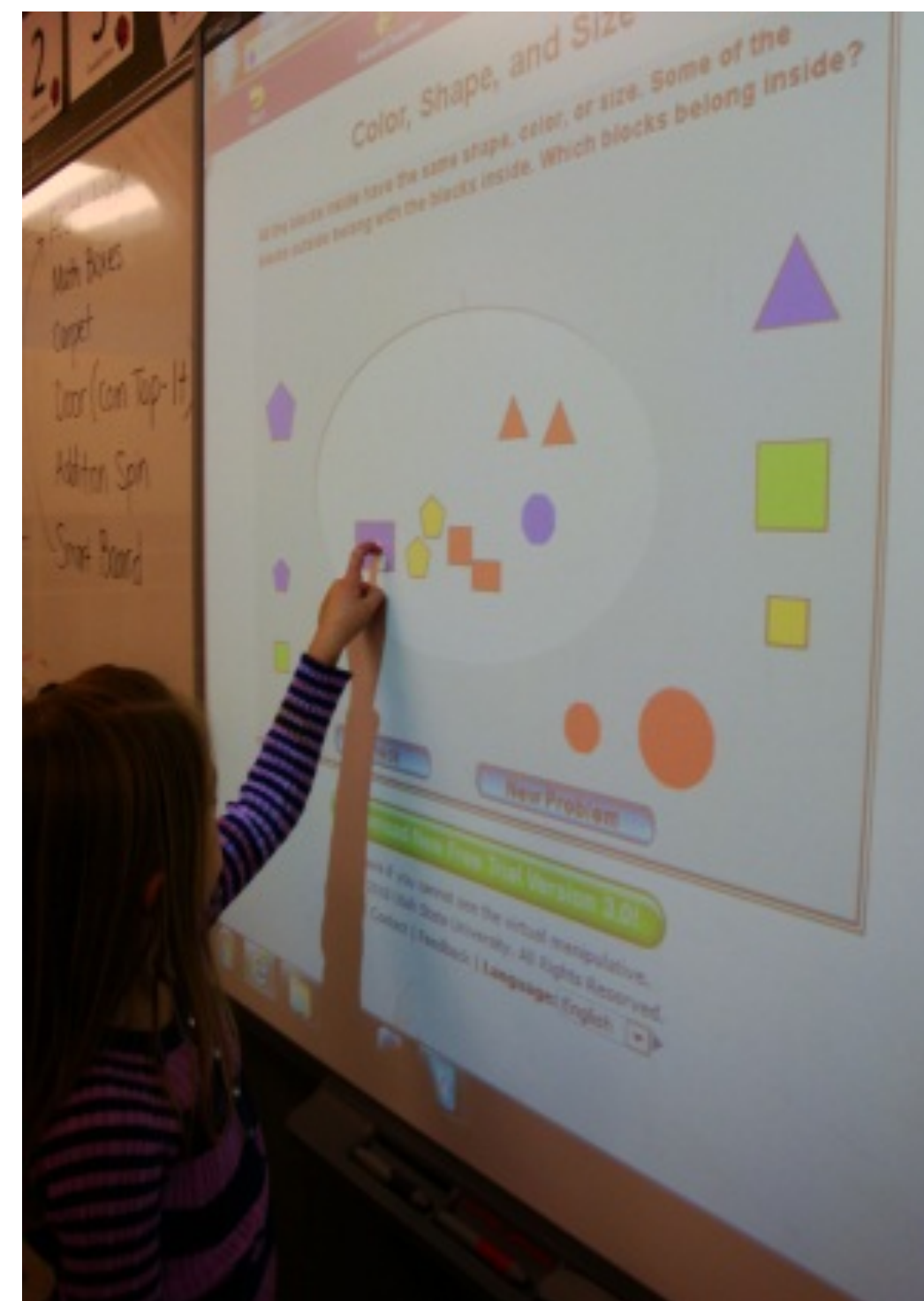
- Grouping
- Manipulatives
- Math Games
- Stations
- Videos
- Movement Activities

Research Questions

- Which instructional strategies challenge, motivate, and interest students in mathematics?
- How can I meet the needs of those who are struggling, those who are meeting expectations, and those who need additional challenges in math?

Findings and Conclusions

- Smart Board and movement activities increased participation
- Math games and manipulatives engaged students
 - Engagement led to meaningful learning
- Differentiated instruction helped students improve their math skills
- Some students needed additional challenges
- Some students needed more one-on-one attention
- Frequent observation is necessary



A student is eager to participate during a Smart Board activity.



A small group plays Dollar Rummy, a math game that involves counting money.

Supporting Literature

- Through the use of manipulatives students can construct mathematical concepts in a manner that makes sense to them (Puchner, 2008, p. 316).
- ...In flexible groups students can refine their skills by explaining their thought processes to fellow students and by learning other methods of solving problems from their peers (Heuser, 2000, p. 293; Sloane, 2007, p. 86).
- There is no one correct method for differentiating instruction; rather, teachers must become informed of each student's individual needs and incorporate the most effective teaching strategies and educational activities to suit those needs (Tomlinson, 2003, p. 2).

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