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Differentiation Strategies Through Reading Centers

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DIFFERENTIATION STRATEGIES THROUGH READING CENTERS

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Research Question

How can I differentiate the teaching of language arts in first grade?

Literature Review

- ❖ There is currently no diagnostic test to measure students' intelligences that is proven to be stronger than the others (McClellan and Conti, 2008).
- ❖ According to Parsons (2013) to differentiate, teachers must be reflective on-action and in-action.
- ❖ Collaboration among teachers and the incorporation of student choice motivate students and enrich the differentiated curriculum (Servilio, 2009).

Methodology

- ❖ Participants: 23 first grade students from a rural elementary school (9 girls, 14 boys).
- ❖ Data Sources: Connell's Questionnaires, student observation notes, lesson plans, video transcripts, and samples of student work.
- ❖ Differentiated reading centers were designed based on Gardner's Theory.

Results

- ❑ Strategies for Determining Students' Intelligences:
 - ❖ Employ multiple data sets when determining students' intelligences to increase validity of the results.
 - ❖ Depending on their distribution among the class, some students with similar intelligences must be blended into one group.
- ❑ Strategies for Planning Differentiated Instruction:
 - ❖ Consult fellow teachers and staff as resources for ideas and support.
 - ❖ Incorporating student choice students power in differentiating their own education.
- ❑ Strategies for Teaching Differentiated Lessons:
 - ❖ Even differentiated lesson plans catered to a particular group will need to be adjusted in response to the needs of each student in the midst of instruction.
 - ❖ The heterogeneous groups produced by Gardner's Theory-led reading centers create an environment conducive to peer tutoring and collaboration.

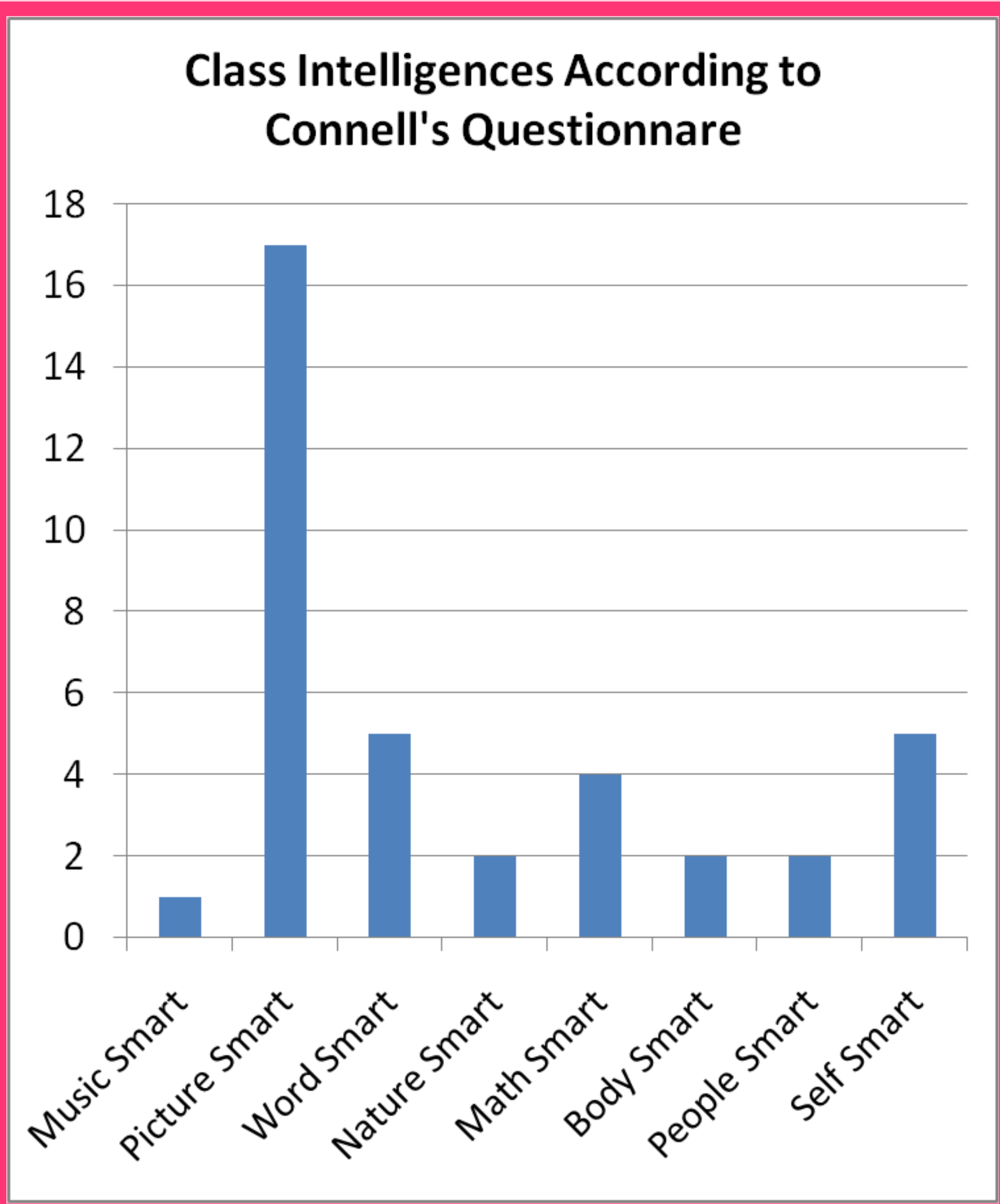


Figure 1: Based on the results of this questionnaire, students were grouped according to their strongest intelligence.

Conclusions

- ❖ Throughout the differentiation process, it is essential to be responsive to students in the midst of instruction.
- ❖ It is important to include colleagues in the process of differentiation to design a dynamic curriculum.
- ❖ Further research is needed to determine which strategies for differentiation are most effective in the first grade language arts classroom.

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