

Differentiation Through Stations-Based System

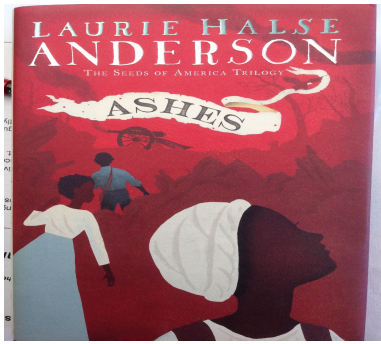
Follow Up, Feb. 2017

Thanks to the generous support of the Lincoln School Foundation, I was able to purchase \$1400.00 in materials to better help me differentiate the work for my students. As part of the district's strategic priorities, all teachers went through a series of modules last year aimed at developing more refined collaborative practices and strategies for differentiating materials for all learners. This can be a time-consuming and rigorous front-loading process for the teacher, but in the end, all learners will have greater opportunities to engage with the material and receive the appropriate level of rigor for their skill levels.

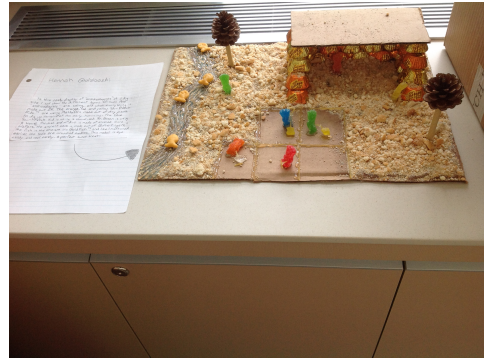
With the financial support of the LSF, I was able to purchase materials from National Geographic that has a variety of series that cover US and World history topics at differing reading levels. I felt these materials were the most pertinent, and most of my budget went toward them, as I have experienced HMS students enter our school more frequently below grade level in reading, with some of our special education students at several years below grade level. This made offering them appropriate texts to their level very difficult prior to this year. These various texts from National Geographic have given several students access points to topics that we have been covering including the Revolutionary War, the Constitution and the framework of our national government, and the Civil War.

The next largest chunk of the budget was used to purchase supplementary reading materials to be used as parts of summative assessments for units. As part of the differentiation, students have been given more free choice over how to express their learning. This has included letting students read outside texts related to the topics, building Lego scenes reflecting historical moments, and using traditional written and digital modes they have done in years prior. By purchasing a group of books from the Penguin "Who was...?" and "What was....?" series as well as more elevated texts like Laurie Halse Anderson's *Seeds of America* trilogy and taking advantage of our MakerSpace materials, more and more students were engaging in the learning in a variety of ways and could operate in smaller groups based on those choices.

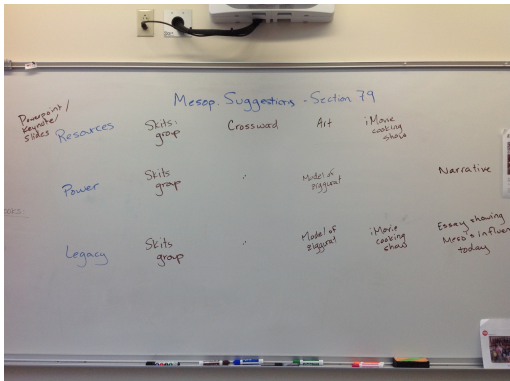
In all, there is still some work to do. Differentiation is an ongoing, fluid experience that changes with each new student. Given HMS loses and receives students all the time, this means our work potentially takes more time and resources than many schools. I'm hopeful to apply for another grant to further this work to continue to tap into the learning needs of all of my students as they come and go through my HMS classroom doors. But I can't thank the LSF enough for the support they've provided so far and the images of kids engaged in the learning below highlight the benefits to their learning.



Anderson's *Seeds of America* trilogy was chosen by over 1/3 of all 8th graders to be read on their own time as part of their final assessments on our Revolutionary War unit. Five copies of each of those books were purchased through this grant.



Hannah Golaboski created this dig site as part of her summative work on our archaeology/prehistory unit. This was one of the student choices in our summative BINGO chart in which students were given multiple options to finish the unit based on a variety of learning styles.



Students developed their own ways to show their learning to end our Mesopotamia unit. Small groups then worked in different spaces with some materials from the grant to develop those final products.



Ethan Trani, Dylan Jenness, Derion Felton, and Philo Pinneo work in a small group to engage in their Mesopotamia unit. Other small groups are in the background doing the same.