Differentiated Instruction Strategies

1. Organize students into groups of 3-5 students based on independent reading level. At each reading level, provide two or three author study sets - groups of ten or more titles by the same author. Each group of students chooses one of the author study sets from the choices at their reading level.

2. Students read as many titles as they can in the time allowed. I use two reading periods; each approximately 40 minutes long.

3. Everyone will write a response to the following questions:
   a. What was your favorite book by this author? Tell me three things you liked about it.
   b. What was your least favorite book by this author? What did you not like about it?
   c. What did you notice that was the same about all of the books by this author?
   d. What were some of the differences?

4. Depending on reading levels, students will complete one of two story maps using one of the books from their author study set. Students reading at, or below, grade level will complete a story map that requires them to identify key story elements (main characters, setting, problem and solution). Students reading above grade level will complete a story map that requires them to identify the key story elements, but also to sequence the events leading to the solution of the problem. They will also be required to record how the setting changes from the beginning of the story to the resolution of the problem.

5. Finally, each group will work together to design a project that will share a theme common to several titles within their author study set. These projects will be shared with the rest of the class. Each student will contribute a specific part to the project based on what they feel is their preferred learning style.

Examples:
A group reading Cynthia Rylant titles decides to share the friendship theme they have identified in *Henry and Mudge*, *Poppleton*, and *Mr. Putter and Tabby* books. A student with visual-spatial strengths makes a poster of the characters, identifying the friendships in each book. A
A verbal-linguistic student writes a summary describing the friendships. Two bodily-kinesthetic students work together to act out an example of one of the friendships. All of the students contribute their own strength to the group project of sharing the friendship theme.

A group reading Kevin Henkes titles decides to focus on sharing the Lily character from many of Henkes books. A verbal-linguistic student and a visual spatial student decide to team up to write and illustrate a new Lily story. A bodily-kinesthetic student acts out the part of Lily by dramatizing the scene in *Julius, Baby of the World* when Lily angrily reprimands her cousin for making fun of her baby brother. Again, each student contributes his or her own part to sharing Lily with the rest of the class.

Second grade students will not identify themselves as preferring one over another multiple intelligence, or as being a specific kind of learner, but the choices they make are a clear indication to the teacher of students' preferred learning styles.

**Assessment**
The teacher will have the written response to questions about the author, as well as a completed story map, from each student. The students themselves will complete a rubric (see attachment - Cooperative Learning Project Rubric A: Process) asking them to evaluate both their individual contribution, and the work of the group as a whole. If students are not accustomed to working in cooperative groups, and are not familiar with using a rubric to evaluate themselves, a modified form of this rubric could be used. This rubric could also easily be used by the teacher. A second rubric (see attachment - Cooperative Learning Project Rubric B: Product) is used by the teacher to evaluate the project completed by each author study group.

Rubrics can be found at www.phschool.com/professional_development/assessment