

# DIFFERENTIATION

Refer to PRACTICAL SHEET n°:  
**PP42**

Use these TOOLBOX resources:

## Exercise

### Instructions for getting to know differentiation

#### Reminder of the different ways to differentiate :

#### To differentiate, you can vary:

- **The content:** offer texts of different lengths, provide additional materials (immersive reader...)

- **Process:** take into account students' learning styles, respect learning rhythms, use metacognition...

- **Production:** allow for note-taking/evaluation adapted to the preferences of young people (mindmap, text, etc.).

- **The learning environment:** vary the organization of learning times (alone, in groups, in pairs, etc.), make materials available for different seating arrangements (cushions, pedals, balls, etc.).

### Situation 1

*" To discover the notion of scales, the teacher gives small cars, maps of Europe and figurines. She asks the children to find their common point.*

*When they have found it, she asks the children to find the meaning of the scales. She then suggests that they calculate the actual size of the objects on the table in small groups. One child comes up to the class to explain his or her reasoning. Finally, students do scale problems on paper".*

#### How to implement differentiation?

#### I could vary: :

Content :

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Process :

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Production :

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Learning environment :

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## Exercise explanation

### Situation 2

*" The teacher introduces the activity: we are going to discover a way to calculate more quickly: written calculation.*

*The teacher puts a written addition on the board.*

*The teacher then explains how to solve it.  
The teacher asks a student to come and solve another written calculation.*

*Students then do exercises on their own."*

**How to implement differentiation?**

**I could vary: :**

Content :

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Process :

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Production :

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Learning environment :

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### Situation 3

*" The teacher tells the students that they will learn to classify animals into different families.*

*She then gives them many pictures of animals and asks them to classify them.*

*She then hands out a reminder: a sheet of paper with 5 categories and in each category there are two animals.*

*The students then discuss their classification. A pooling of results is done on the board. The teacher explains the characteristics of the animals in each family."*

**How to implement differentiation?**

**I could vary:**

Content :

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Process :

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Production :

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Learning environment :

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