

Active Questioning

218503
153.42 Johnson, Nancy
This presents lessons and activities to encourage students to develop their own questions. This book can be used by teachers, parents curriculum specialists, and students in order to develop differentiated questioning. Active questioning is pursued by students asking questions instead of passive questioning. (1995;Pieces Of Learning)

Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference

221753 92 p. a
371.904 Ada
Assumptions regarding teaching and learning and excerpts on adapting curriculum and differentiating instruction literature are examined. Considerations when designing instructional opportunities, outcomes to consider when monitoring teaching strategies, and strategies for adapting curriculum and differentiating instruction are discussed. (2000; Indiana University Press)

Adolescents and Inclusion: Transforming Secondary Schools

223144 294 p. a
371.9 Bau
The teachers and staff of Purcell Marian (Cincinnati, Ohio) share their strategies for supporting students with mild to severe disabilities in an inclusive high school. You'll learn how to get the support of your administration and incorporate the amendments included under IDEA 1997 in your school. You'll also tackle topics such as differentiating instruction, adapting the curriculum, managing behavior, designing accommodations, working in an urban setting, collaborating, and performing alternate assessments. (2001;P.H. Brookes Pub. Co)

Applying Gifted Education Pedagogy in the General Education Classroom: Professional Development Module, 3rd. Edition

224317 a
371.95 Bur
This guide from the National Research Center on the Gifted and Talented is also known as the Big Red Notebook. These training modules for professional development address: issues associated with understanding various concepts of giftedness, how to modify the general education curriculum, how to differentiate the curriculum in response to student learning needs, and how to develop challenging enrichment opportunities. (2002)

A Core Curriculum : Making Mathematics Count for Everyone

217161 150 p.
510 Cor
Contents: math in a changing world, matrices, crossover curriculum model, enrichment and differentiated curriculum models, changing to a core curriculum. (1992;National Council Of Teachers Of Mat)

Cues: Choose, Use, Enjoy, Share, a Model for Educational Enrichment Through the School Library Media Center

219904 209 p.
027.8 Leo
This book specifies how teachers and media specialists can collaborate to create a library media-centered program that develops the talents of all K-6 students. The ultimate goal is to encourage reading and building reading, comprehension, questioning, and thinking skills. Models, groupings, strategies, and materials are suggested in a grade-appropriate scope and sequence. The latest theories about the process of education, thinking, multiple intelligences, how children learn (individually and cooperatively), as well as effective grouping and teaching strategies for differentiation are discussed. This book also contains sample lessons and scenarios drawn from the author's experience. (1998; Libraries Unlimited, Inc.)

Deciding What to Teach and How to Teach It: Connecting Students Through Curriculum and Instruction

221724 43 p. a
371.904 Dec
Elizabeth Castagnera, Douglas Fisher, Karen Rodifer, and Caren Sax provide ideas for creating more inclusive schools. They describe instructional strategies that address the needs of all students, discuss how to increase students' access to the core curriculum, and explore tools to use when differentiating instruction for diverse learners. A sample student profile and lesson plan are included. (1998;Peak Parent Center)

Developing the Gifts and Talents of All Students in the Regular Classroom

218700 291 p.
371.3 Bee
This guide shows how to meet the needs of every student to build a classroom which includes: high student interest where students pursue topics of interest and develop creative products that they select from the general theme being presented and studied; curriculum differentiation where curricula built around big ideas and broad-based themes and creative teaching strategies for differentiating; authentic curricula where strategies for building interdisciplinary curricula and

from mapping the curriculum across multiple content areas; and extended regular curriculum where students are encouraged to go beyond the regular curriculum to explore additional topics, problems, and issues. This book includes practical tips, charts, lesson planners, and resources. (1995; Creative Learning Press)

The Differentiated Classroom: Responding to the Needs of All Learners

220390 132 p. a
371.394 Tom
This book explores the latest research on learning, education, and change for a theoretical basis of differentiated instruction. It describes the elements of differentiation, supportive learning environments, examples of individualized and team instruction, and reasons educational leaders seek differentiated classrooms. It also includes classroom examples and describes lesson units on differentiated instruction. (1999;Association For Supervision And Cur)

Differentiated Instruction: A Guide for Middle and High School Teachers

223670 163 p. a
373.12 Ben
The first two chapters dispell myths about differentiated instruction and show teachers how to assess their own teaching style and practices. The remainder include strategies and classroom activities to help students with reading a textbook, independent reading, learning new words, and the arts. There are also chapters devoted to English Language Learners as well as school administrators. (2002;Eye On Education)

Differentiated Instruction : Different Strategies for Different Learners

223681 148 p. a
371.394 For
Includes a collection of teaching strategies and teaching tools for differentiated instruction. These strategies and tools concentrate on classroom management, literacy, mathematics, assessment, and community building. The ideas range from effective seating patterns, step-by-step methods for helping students edit their writing, and leveling math materials. For grades K-8. (2002; Crystal Springs Books)

Differentiated Instruction Guide for Inclusive Teaching

224276 223 p. a
371.9 Mol
A step-by-step process is introduced for differentiating instruction in inclusive settings. This process includes specific questions and forms that show how to: analyze both curriculum and student needs, determine where there is a gap in instruction, decide what changes will

bridge the gap, design lesson plans, teach the lesson, and make decisions on how to improve the next lesson. The appendices look at various models for collaborative teaching and include an exercise to determine classroom management style as well as suggestions for making time for collaborative planning. (2003)

Differentiated Instructional Strategies for Reading in the Content Areas

224485 208 p. a
372.416 Cha
This handbook contains ideas for incorporating phonics, word analysis, vocabulary development, and comprehension strategies into the content areas. Teachers will learn about diagnostic tools, common reading problems and solutions, as well as the issues and needs of readers with different learning styles. Overviews are provided on different models of reading along with procedures for guided reading, shared reading, and the language experience model. The section devoted to comprehension features strategies and assessments to use before, during, and after reading. It includes designs for partner reading, small groups, whole-class, and independent reading. (2003)

Differentiated Instructional Strategies for Writing in the Content Areas

224484 158 p. a
372.623 Cha
This guide shows how to use differentiated instruction to help students with varied needs become confident writers. Information is included on the developmental stages of student writers. Teachers will learn how to create a climate for writing, including suggestions for writing centers. Ideas are provided to help teachers solve specific writing problems as well as teach the steps of the writing process. Sample assessment tools are included along with strategies and activities for motivating students. The last chapter contains suggestions for independent projects as well as a model for designing lessons that focuses on students' needs before, during, and after their writing experiences. (2003)

Differentiated Instructional Strategies: One Size Doesn't Fit All

223279 145 p. a
371.394 Gre
This guide explains how to use various differentiated instruction techniques and processes. These techniques and processes are organized into six categories: creating a climate of learning, knowing the learner, assessing the learner, adjusting learning and grouping students, instructional strategies, and curriculum approaches. (2002;Corwin Press)

Differentiating Instruction for Students with Learning Disabilities: Best Teaching Practices for General and Special Educators.

223728 194 p. a
371.926 Ben
This book highlights a variety of differentiated instructional strategies for students with learning disabilities. It includes chapters devoted to brain-compatible instruction, metacognitive and scaffolded learning techniques, strategic instruction, peer tutoring, assessment models, and reading and literacy instruction. (2002;Crowin Press)

Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12

223257 164 p. a
371.394 Hea
Included are a variety of strategies to help teachers who are using differentiated instruction and are faced with a spectrum of student needs and styles. These strategies draw upon Benjamin Bloom's taxonomy of educational objectives, Howard Gardner's theory of multiple intelligences, the author's own experience as a classroom teacher, and the advice of teachers. The strategies include differentiating discussions, creating tiered assignments, and matrix plans for designing curriculum units. Additional chapters focus on evaluation in a differentiated classroom and how to manage both behavior and work tasks. (2002;Free Spirit Pub)

Differentiating Textbooks: Strategies to Improve Student Comprehension & Motivation

224146 160 p. a
372.417 For
The majority of this book is devoted to strategies for before, during, and after reading. There are also strategies to help you select textbooks or modify the ones you already have, organize students into heterogeneous pairs and small groups, and ways to change how expository information is conveyed and presented to students. Includes activities to help increase vocabulary, activate prior knowledge, and enable students to make connections to the text. (2003;Crystal Springs Books)

Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9

224194 247 p. a
373.19 Tom
Sample plans are provided for differentiated units in social studies, language arts, science, mathematics, and foreign languages. Each unit plan covers a three to four week period and includes reflections from the teacher who developed it, lists of the standards addressed, ideas for projects and

assignments, and descriptions of each lesson with commentary on how various strategies are used. (2003; Association For Supervision And Cur)

Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5

224501 197 p. a
372.19 Tom
Lesson plans are included for differentiated units involving language arts, science, social studies, and mathematics. Throughout each unit, teachers provide commentary on their use of various instructional strategies, including flexible grouping and pacing, tiered assignments and assessments, and learning contracts. (2003)

Differentiation Through Learning Styles and Memory

224483 163 p. a
370.152 Spr
This book provides an overview of how the brain processes, stores, and retains information and shows how to guide students in accessing this information by utilizing their individual learning styles and strengths. It includes suggestions and examples for creating a learning environment that addresses students' physical, social/emotional, and cognitive needs. Teachers will learn instructional strategies and student activities that address specific learning strengths as well as information on the sensory and memory pathways preferred by learners. (2003)

Dynamite in the Classroom: A How-to Handbook for Teachers

216023 202 p.
373.2 Sch
Methods and activities to develop intellectual skills, how to differentiate instruction, and classroom activities are presented. (1989;National Middle School Association)

Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching

224738 165 p. a
371.394 Tom
Carol Ann Tomlinson revisits her responsive teaching principles to examine how successful teachers handle the three interdependent elements of the differentiated classroom: the needs of students, the response of teachers, and the use of curriculum and instruction to address learner needs. Using real-life stories, Tomlinson illustrates how teachers manage the interaction of these elements to create meaningful ties to each child. She explores both theory and practice, suggesting strategies and routines and providing a collection of surveys, handouts, and guides to help teachers achieve their goals. (2003)

How to Differentiate Instruction in Mixed-Ability Classrooms

222861 117 p. a
371.252 Tom
Carol Ann Tomlinson provides guidance for teachers who are interested in creating learning environments that address the diversity typical of mixed-ability classrooms. The principles and strategies included here can help teachers address a variety of learning profiles, interests, and readiness levels. The goal is to help determine what differentiated instruction is, why it is appropriate for all learners, and how to begin to plan for it. (2001;Association For Supervision And Cur)

How to Differentiate Instruction in Mixed-Ability Classrooms

217912 80 p.
371.2 Tom
A classroom will contain students of different cultural backgrounds, sizes, shapes, interest, and abilities. This book helps teacher use multiple approaches to product, process and content by blending whole-class, group, and individual instruction. This shows some differentiated classrooms, gives lesson plans, and shows how to assess this approach. (1995;Association For Supervision And Cur)

Instruction For All Students

224704 300 p. a
371.394 Rut
This book shows how to design and deliver diversified lessons and assessments. It addresses different learning styles and provides multiple teaching strategies and techniques to use in the classroom. Sections are included on lesson and unit design, differentiation of instruction, active learning, presentation modes, assignments, assessment, thinking skills, the learning environment, and collegial collaboration. (2002)

Leadership for Differentiating Schools and Classrooms

222636 168 p. a
371.394 Tom
Carol Ann Tomlinson and Susan Demirsky Allan explain how school leaders can develop responsive, personalized, and differentiated classrooms. (2000;Association For Supervision And Cur)

Learning Styles and Performance Assessment: A Model Teaching Guide

220339 206 p.
418.4 Pre
This book illustrates how to integrate learning style, multiple intelligences, and performance assessment into a framework for planning and a model for teaching. It includes a planning matrix, lesson, handouts, and performance-based rubrics based on the book "The Witch of Blackbird Pond". This book also explains learning styles and performance assessments as well as reviews the theories of the gregoric

mind styles, style differentiated instruction, and multiple intelligences. (1993;Learner's Dimension)

Make it Real: Strategies for Success With Informational Texts

224293 319 p. a
372.6 Hoy
This book shows how to use various instructional strategies to help students understand and use nonfiction books, including how to teach reading, writing, comprehension, vocabulary, and research. The author explains how to provide support for English Language Learners and emergent readers as well as how to make texts more attainable, how to scaffold vocabulary, and how to deal with content-specific words. Other chapters focus on literature circles, differentiated instruction, reciprocal teaching, and shared and guided reading. (2002)

Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher

223584 243 p. a
373.236 Wor
This book explores strategies and topics related to key middle-level teaching challenges, including: differentiating instruction, motivating early adolescents, teaming, teaching in block-length classes, using authentic and alternative assessment effectively, writing in all subjects, holding students and teachers accountable, involving parents, mentoring teachers, using games in the classroom, applying the latest in brain research, the National Board Certification process, and understanding the young adolescent. (2001;Stenhouse Publishers)

Powerful Lesson Planning Models: The Art of 1,000 Decisions

222672 163 p. a
371.302 Sko
Four instructional designs-Basic, integrated, differentiated, and problem-based are instructional designs for lesson planning. It shows how to develop instructional plans complete with models, templates, and sample plans that incorporate learning standards, assessments, teaching strategies, and activities at various grade levels and disciplines. (2001; Skylight Books)

Supporting Struggling Readers and Writers: Strategies for Classroom Intervention, 3-6.

223259 250 p. a
372.6 Str
The authors draw on a combined forty years of classroom teaching experience to help them examine the factors that contribute to success and failure in literacy. Included are teaching strategies for all the key aspects of literacy instruction (word study, reading comprehension, and writing),

recommendations for motivating low-achieving and ESL students, ideas for integrating interventions for struggling students into regular classroom instruction, and ways of helping students perform better on standardized tests. An emphasis is placed on differentiated instruction. (2002;Stenhouse Publishers)

The Teacher Evaluation Handbook: Step-By-Step Techniques and Forms for Improving Instruction

217575 186 p. a
371.1 Man
Contents: developing evaluation criteria, peer observer system, developing conferencing skills, differentiated pay system, handling difficult aspects of evaluation. (1988; Prentice-Hall)

The Teacher's Toolbox for Differentiating Instruction: 700 Strategies, Tips, Tools and Techniques for All K-12 Educators

224763 419 p. a
371.394 Til
This book contains strategies to help with differentiating instruction and focuses on effective practices. It covers topics involving reading, mathematics, study skills, positive behavior techniques, and group interaction. There are tools to help compensate for specific difficulties and ideas for general organization. An emphasis is placed on making students accountable for results. Includes two chapters with ideas related to administrative support. (2003)

Whole Faculty Study Groups: A Powerful Way to Change Schools and Enhance Learning

219475 192 p.
370.071 Mur
This book is a guide for the initiation, implementation, and completion of the whole-faculty study group approach in schools. Chapter one discusses the school reform environment and the potential of the whole-faculty study group approach serving as a change process to improve schools and student learning and enhance schools as learning organizations. This chapter summarizes faculty-student-school-teaching-research-support relationships and approaches. Chapter two describes the concept of study groups, their strengths/weaknesses, and the creation of collaborative work cultures. Chapter three differentiates between whole-faculty study group approaches and enhanced student learning. Chapter five addresses the context for schools in which study groups must function. Chapter six describes the process for the whole-faculty group approach including 14 study group process guidelines, 14 procedures for the creation of communication networks, and 24 study

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group work time models. Chapter seven details what teachers study, investigate, and do to become more skillful in the classroom. Chapter eight describes how to use the study group process to build effective teams and teamwork in schools. (1997;Corwin Press)