**Reflection on Differentiated Learning**

1. List a standard you plan to teach.

**Standard:** [**CCSS.ELA-LITERACY.RI.3.7**](http://www.corestandards.org/ELA-Literacy/RI/3/7/)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

2. Develop an assignment, project, or performance to address the standard.

* - Students will be given a foam globe sphere. After reading Latitude and Longitude by Rebecca Alberg, students will begin labeling their spheres. They will draw and label the different continents (use book if necessary), the prime meridian, equator, different hemispheres, latitude lines, longitude lines, and anything else that they would like to add. Students will color their sketches however they would like and then label different coordinates on their maps based on places that their family members or themselves have traveled.
* Students will then be assessed of their knowledge on the subject with a teacher made test.

3. Differentiate your assignment, project, or performance using the following guidelines:

a. Change the content: Students will be given a blank piece of paper rather than a sphere. They will be creating and labeling a map on the paper. They can look up jingles or raps to help them with key words on You Tube or different 3rd grade level articles.

b. Change the process: Students will receive and sketch their maps. They will then search for jingles/raps/articles to help them remember the key terms. Students will take a comprehension test based on the key terms and then label their maps with latitude, longitude, hemispheres, continents, prime meridian, and the equator. Students will then take another comprehension test after they label the map to see if this process was a good tool for them to understand the information better.

c. Change the product: The product will be a flat map rather than a globe. Also students will have two assessment-based products at the end rather than one.

-The two comprehension tests throughout plus the activity in between will help students who don’t grasp the information fully the first one or two activities. This can be beneficial for the students in the class with A.D.D or who have trouble reading.

4. Why do you think differentiation is so important for students today?

* I believe that differentiation is crucial for students. Everyone learns in a different way and it is important to meet the multiple intelligences of your classroom. If teachers don’t cater to the different intelligences then it will be difficult for them to see achievement in their classroom.