

So All Can Learn: Differentiation through 21st Century Skills

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So All Can Learn: A Practical Guide to Differentiation

Book Site: <http://johnmccarthyeds.net/soallcanlearn/>

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www.P21.org

Session Resources

Differentiation

- Conceptual Ideas: <http://johnmccarthyeds.net/soallcanlearn/sacl-conceptualresources/>
- Practical Strategies: <http://johnmccarthyeds.net/soallcanlearn/sacl-practicalresources/>
- Additional Resources: <http://openingpaths.org/blog/resources/di/>
- Articles
 - The 1st Truth about Differentiation: <http://johnmccarthyeds.net/the-1st-truth-about-differentiation/>
 - 3 Ways to Plan for Diverse Learners: What Teachers Do: <https://www.edutopia.org/blog/differentiated-instruction-ways-to-plan-john-mccarthy>

21st Century Learning Skills

- Framework for 21st Century Learning
<http://www.p21.org/about-us/p21-framework>
- Additional Resources: <http://openingpaths.org/blog/pbl-guide/>
 - 21st Century Anchor Charts (examples): <http://bit.ly/5cscharts>
- Henrico 21
 - Lessons, Units, and Projects: <http://blogs.henrico.k12.va.us/21/>
 - TIP Chart for teacher reflection: <http://blogs.henrico.k12.va.us/21/tip-chart/>
- Articles
 - The Skills Colleges and Employers Are Looking For: <https://www.edutopia.org/article/skills-colleges-employers-looking-for-john-mccarthy>
 - PBL, Kazakhstan, and Global Success Skills: <https://www.edutopia.org/blog/pbl-kazakhstan-global-success-skills-john-mccarthy>

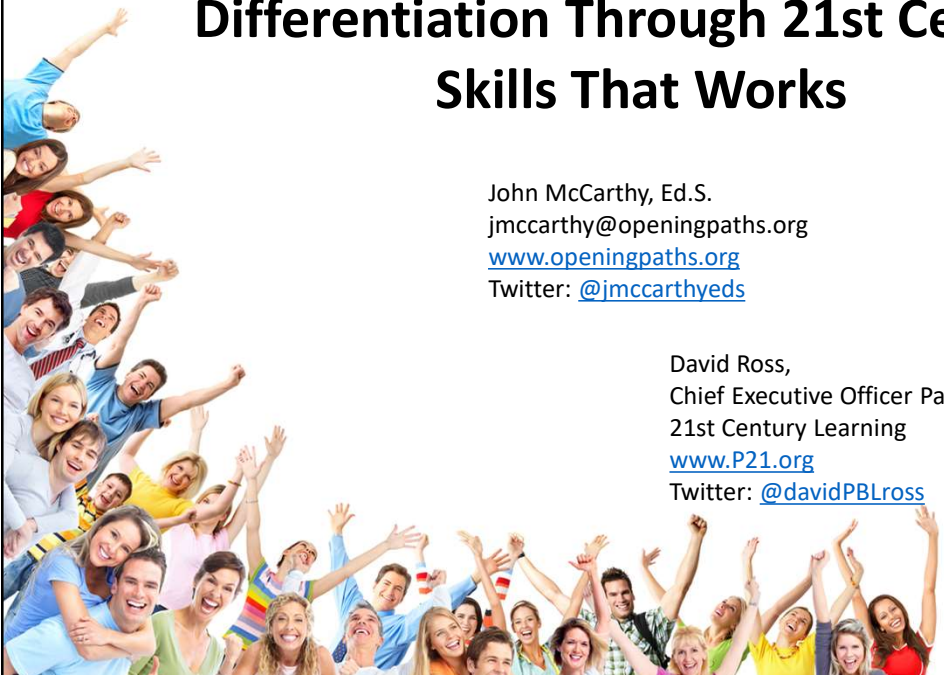
Differentiating through Student Voice (Agency)

- Student-Centered Learning: It Starts with the Teacher: <https://www.edutopia.org/blog/student-centered-learning-starts-with-teacher-john-mccarthy>
- Practices: Genius Hour, Maker Space, Design Thinking, and Project Based Learning

Differentiation through Collaboration & Communication

Establishing a Culture of Student Voice: <https://www.edutopia.org/blog/establishing-culture-of-student-voice-john-mccarthy>



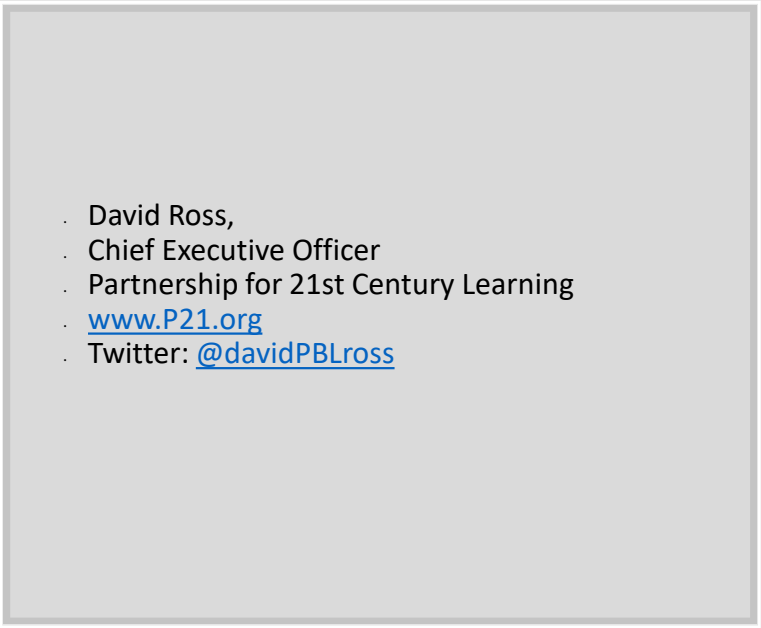
- Classroom Culture Norms
- Discussion Protocols:
 - Save the Last Word,
 - Say Something,
 - Socratic Seminar,
 - Fishbowl,
 - Spider Web (aka Harkness) Discussion
- Teamwork with roles & responsibilities
- SAMR Model: Level 3 & 4: File sharing: Google Apps + Drive, Office 360 (OneNote & OneDrive), Schoology, Edmodo.
- 21st Century Anchor Charts:
- Learning Profile Cards: <http://openingpaths.org/blog/2014/01/learning-profile-cards/>



Differentiation Through 21st Century Skills That Works

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“So All Can Learn: A Practical Guide to Differentiation”

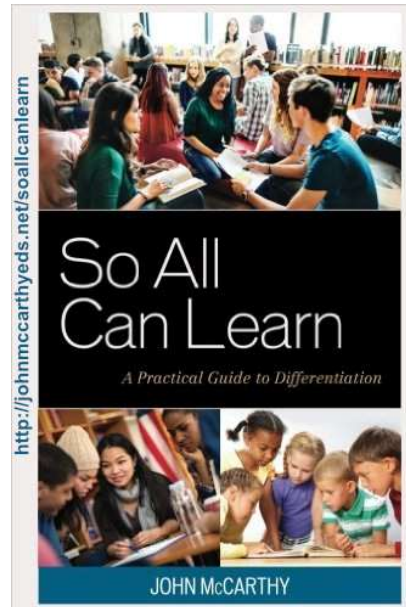
<http://bit.ly/soallcanlearn>

20% off Code: **RLEGEN17**

@ Rowman site

<http://bit.ly/rowman20>

- Teacher
- Education Consultant
- Writer for Edutopia.org
- Co-Facilitator for #DI4ALL
- Published articles:
<http://openingpaths.org/blog/publications/>
<http://openingpaths.org/blog/resources/di/>



Norms

- Everyone contributing deepens everyone’s learning
- Pay attention to self and others
- Monitor own Zone of Proximal Growth
- Seek to understand before being understood – Stephen Covey
(Questions are gifts)

**Please tweet your learning takeaways for other professionals
#ISTE2017 & #21CenturySkills**

When does DI happen?

Intuitively

In the moment

Intentional

Pre-planned



Chapter 2 from
"So All Can Learn: A Practical
Guide to Differentiation"

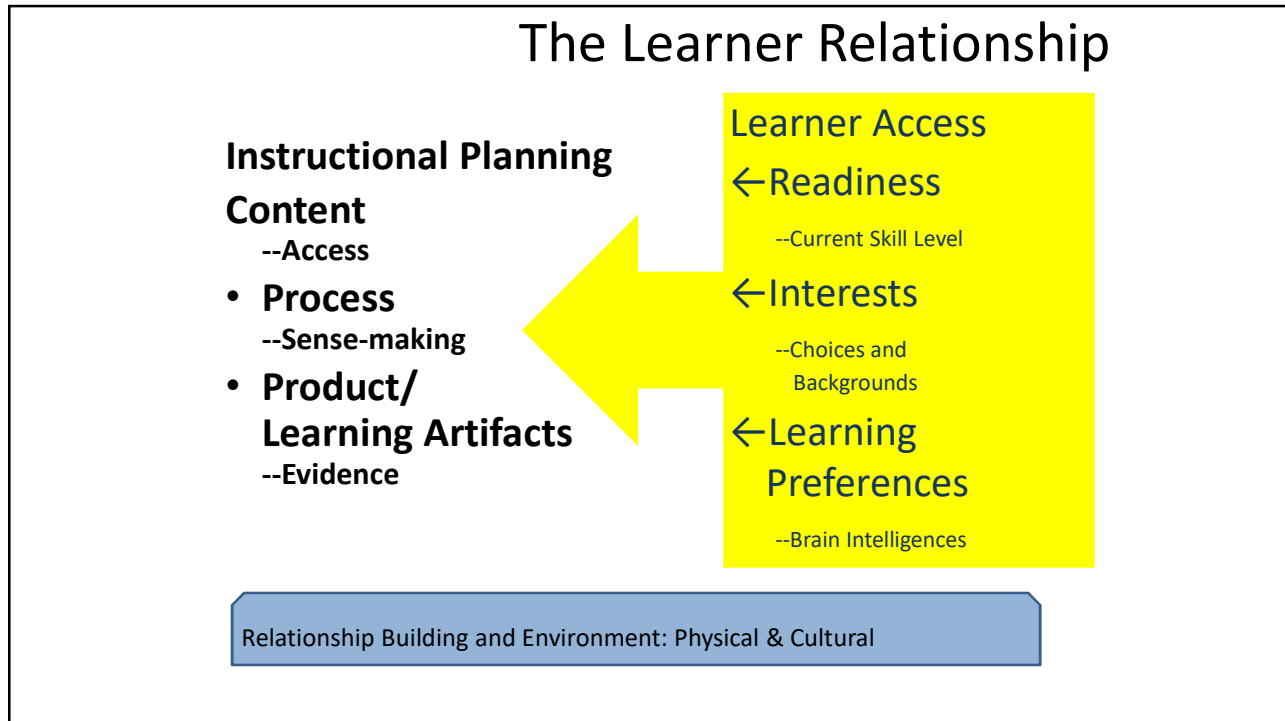
<http://bit.ly/saclpraise>

Starting Place for Differentiation

"Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what **each** student holds as 'given' or 'known' and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response."

Assessment as Learning:
Using Classroom
Assessment to Maximize
Student Learning
Lorna M. Earl, Corwin
Press, Inc.
2003 – pp. 86-87





So All Can Learn, Chapter 5: <http://bit.ly/saclpraise>

Leveling Up Differentiation

Levels of Implementation	Description of what Differentiation looks like
One	Teacher practice is intuitive rather than intentional. Student needs are met during lessons only when the needs appear and are recognized by the teacher. For example, students not asking questions, lay heads on the table, little to no activity on the assignments, limited participation/ engagement. Supports may be organically developed.
Two	Teacher practice is mostly intuitive with some intentional influences. Student needs are met during lessons as the needs appear, based on observations and planned formative assessments. Some support resources are readily available and provided to students as needed, based on previous experiences from teaching the lesson concepts.
Three	Teacher uses intentional planning to begin supporting intuitive practice, but may be used infrequently. Teacher reflects on assessment data as a means to develop and/or align resources that support the common learning gaps by students during the lesson. Data analysis is mostly group trends, rather than based on individual needs.
Four	Teacher uses intentional planning to target support for Crossroad lessons. Resources are developed and provided to address academic growth for struggling and advanced students based on their needs.

Why Differentiation through 21st Century Skills?

•Case Study #1



Juan is usually out of his seat. He's often found socializing with friends while instruction is happening. When confronted, Juan smiles, which the teacher interprets as he's not taking seriously his continuous disruption of the class. Other times, Juan is completing late work in class when the teacher wants him to focus on the current lesson. The parents never come to parent conferences even when Juan has been sent to the principal's office or served detentions.

Excerpt: "So All Can Learn: A Practical Guide to Differentiation"
(Chapter 4) <http://bit.ly/saclpraise>

Why Differentiation through 21st Century Skills?

•Case Study #1



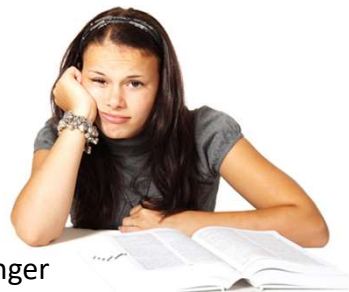
Juan is the caretaker for his three younger siblings at home. He feeds them, oversees and does chores, helps them with their homework, and gets them to bed. Juan then plays video games or reads gaming articles to decompress before going to bed. Someday he wants to become a professional gamer. His mother, a single parent, works three jobs to make ends meet. She counts on her eldest child to manage the house in her absence.

Excerpt: "So All Can Learn: A Practical Guide to Differentiation"
(Chapter 4) <http://bit.ly/saclpraise>

Why Differentiation through 21st Century Skills?

- Case Study #2

Angel struggles with English and Government high school classes. She has low scores on tests and completes only 50 percent of the work. She's in danger of failing both classes. Her teachers have tried talking to her on several occasions about taking her work more seriously—that she needs strong communication skills and an understanding of citizenship—if she hopes to be successful someday.



Excerpt: "So All Can Learn: A Practical Guide to Differentiation"
(Chapter 4) <http://bit.ly/saclpraise>

Why Differentiation through 21st Century Skills?

- Case Study #2

Angel is a social media darling among her peers. Her video channel and social media following nears one million. The revenues from her video channel provide for her a comfortable living. Between marketing, scripting, and production, she works late at her computer. She's often too tired to do school work once she completes social media tasks for her business. Some of her best work exposes social ills in different communities like lack of good water. School seems like a rote and a tedious obligation in comparison to her world outside of school.



Excerpt: "So All Can Learn: A Practical Guide to Differentiation"
(Chapter 4) <http://bit.ly/saclpraise>

Why Differentiation through 21st Century Skills?

- What do the case studies show about the students' world in school and outside of school?
- How might you advise the teacher to best serve these students?



Stories...

Spanish Language Personalization - Livonia, MI

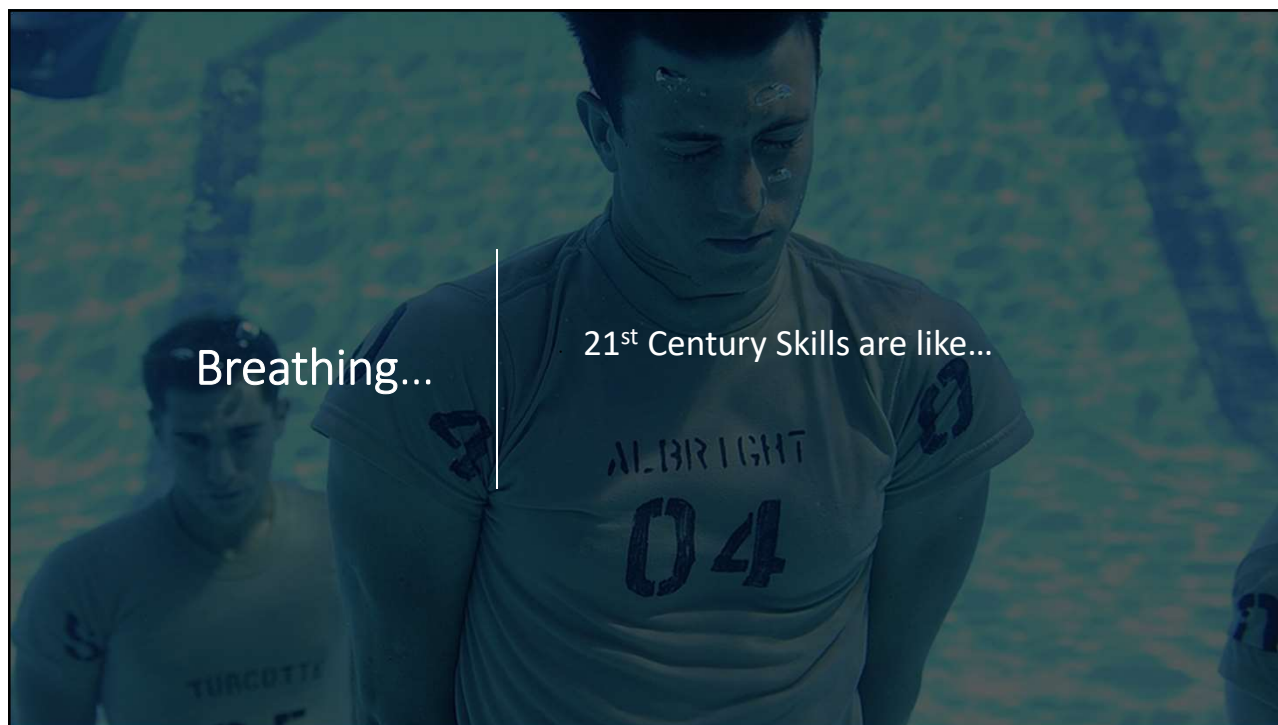
Learning and innovation skills...

[I]ncreasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not.

A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.



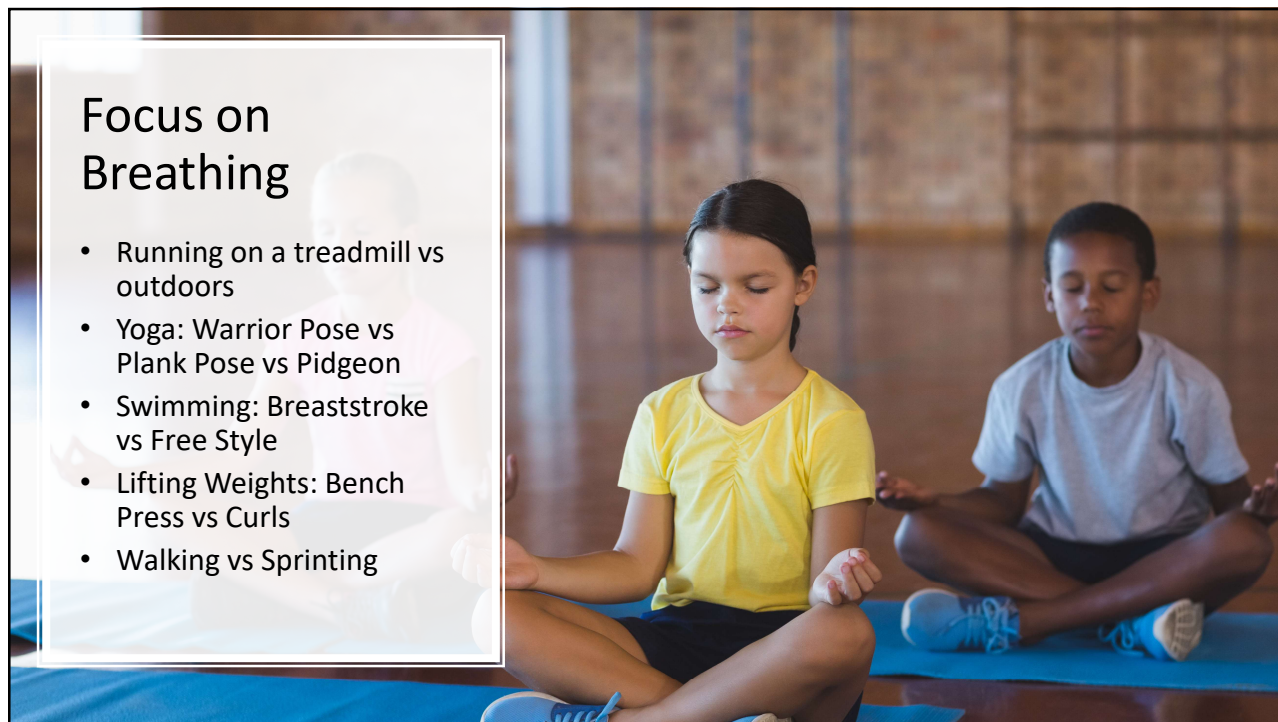
<http://www.p21.org/about-us/p21-framework>



<http://openingpaths.org>


Book:

<http://johnmccarthyeds.net/soallcanlearn/>

A photograph of two children, a girl in a yellow shirt and a boy in a white shirt, sitting cross-legged on blue mats in a gymnasium, practicing meditation. The background shows a wooden wall and a window.

Focus on Breathing

- Running on a treadmill vs outdoors
- Yoga: Warrior Pose vs Plank Pose vs Pidgeon
- Swimming: Breaststroke vs Free Style
- Lifting Weights: Bench Press vs Curls
- Walking vs Sprinting

A photograph of Michael Jordan in a white Chicago Bulls jersey with the number 23, in the middle of a jump shot. He is holding a basketball with both hands above his head.

What are the mechanics?

- Elbow aligned to the hoop.
- Eyes under the shooting hand.
- Guide hand on side softly.
- Shooting foot pointed to hoop, aligned to shooting hand.
- Reach above for the top shelf.

<http://openingpaths.org>

Book:

<http://johnmccarthyeds.net/soallcanlearn/>

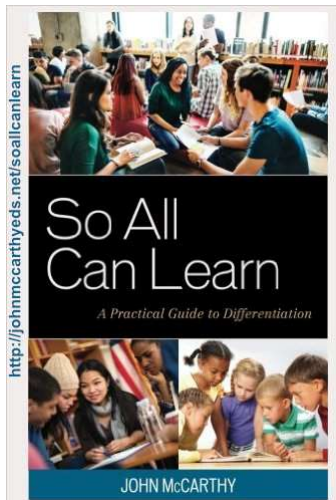
What are the mechanics?

- Writing informational text
 - Details: Facts, Examples, and Illustrations
- Solving equations
 - Order of Operations, math facts
- Conducting a scientific exploration
 - Genetics, bonds, body systems
- Research
 - Validating sources, Search tools, paraphrasing, and citations

What are the mechanics?

- Collaboration & Communication
- Critical Thinking & Problem Solving
- Creativity & Innovation
- Research & Information Literacy

“P21’s Learning and Innovation Skills are important for connecting curriculum to real-world applications.”



“The application of Learning and Innovation Skills such as communication, collaboration, problem solving, and innovation puts academia into a real-world context. This helps the learner to move from struggling with content as abstract and disconnected. They move towards understanding content as a concrete framework within the scope of real-world application.”

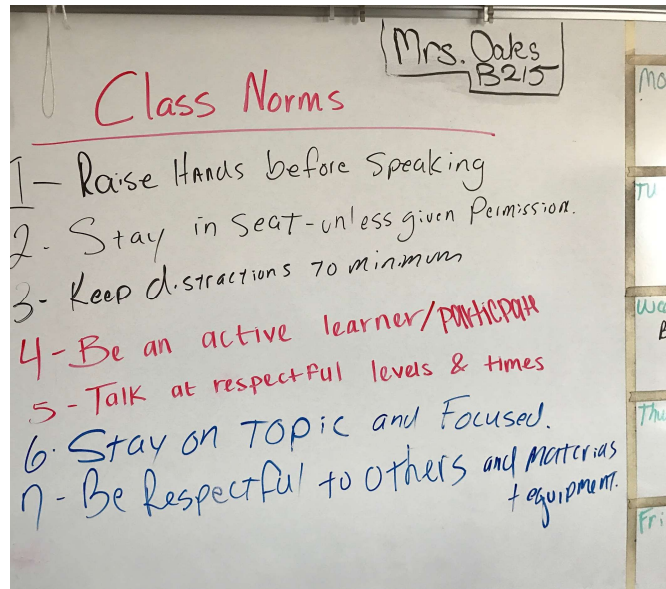
Chapter 6 of So All Can Learn: A Practical Guide to Differentiation

Differentiation through Collaboration & Communication

- Classroom Culture Norms
- 21st Century Anchor Charts
- Discussion Protocols
- Teamwork with roles & responsibilities
- File sharing

Stories...

Scientific research with Collaboration
 Norms
 Crowley ISD, TX



Differentiation through Collaboration & Communication

Anchor Charts

Isle of Wight Schools, VA

	Collaboration	Communication
K-3	<ol style="list-style-type: none"> 1. I participate in team activities. 2. I listen to others. 3. I use kind, specific, and helpful feedback. 4. I help my team by doing my part. 	<ol style="list-style-type: none"> 1. I have good eye contact when listening to others. 2. I use different ways to share my ideas. I use respectful body language when listening to others. 3. others. 4. I explain my work by using detail.
4-6	<ol style="list-style-type: none"> 1. I listen to other's ideas and questions. 2. I contribute to group work/conversations. 3. I am dependable for completing assigned tasks. I am helpful to partners and others who need assistance. 4. assistance. 5. I follow classroom norms and culture. 	<ol style="list-style-type: none"> 1. I listen to others with my whole body. 2. I seek to understand before being understood. 3. I give verbal and non-verbal encouragement. I express ideas clearly with an appropriate amount of detail and description. 4. detail and description. 5. I use appropriate pitch and tone to express myself.

Differentiation through Collaboration & Communication

Anchor Charts

Isle of Wight Schools, VA

	Collaboration	Communication
7-8	<ol style="list-style-type: none"> 1. Listens to others, fully present to other's ideas and questions. 2. Contributes to group's work/conversations. 3. Dependable for completing assigned tasks. 4. Helpful to partners' who need assistance with their responsibilities/tasks 5. Follow classroom/group norms that support learning and professional culture. 6. 7. 	<ol style="list-style-type: none"> 1. Listens to others, fully present to other's meaning. 2. Seek to understand before being understood. Encouraging through verbal and nonverbal cues (Interpersonal). 3. Express ideas and questions in clear and concise language. 4. Uses pitch and tone to express thoughts in appropriate manners. 5. Mindful of communication skills when having difficult conversations. 6. 7.
9-12	<ol style="list-style-type: none"> 1. I listen to others' ideas and questions 2. I actively contribute to group's work/conversations 3. I am a dependable group member 4. I am helpful to others in my group 5. I give kind, specific and helpful feedback 6. I take initiative to ensure that my tasks are complete (agency) 	<ol style="list-style-type: none"> 1. I listen to others meaning in their statements 2. I seek to understand before being understood 3. I am encouraging through verbal and nonverbal cues 4. I express ideas in a clear, concise manner 5. I use appropriate pitch and tone to express ideas 6.

Differentiation through Collaboration & Communication

Discussion Protocols:

- Harkness Discussion,
- Save the Last Word,
- Say Something,
- Socratic Seminar,
- Fishbowl




<https://www.edutopia.org/blog/strategies-for-inquiry-based-learning-john-mccarthy>

<http://openingpaths.org>

Book:

<http://johnmccarthyeds.net/soallcanlearn/>

Differentiation through Collaboration & Communication



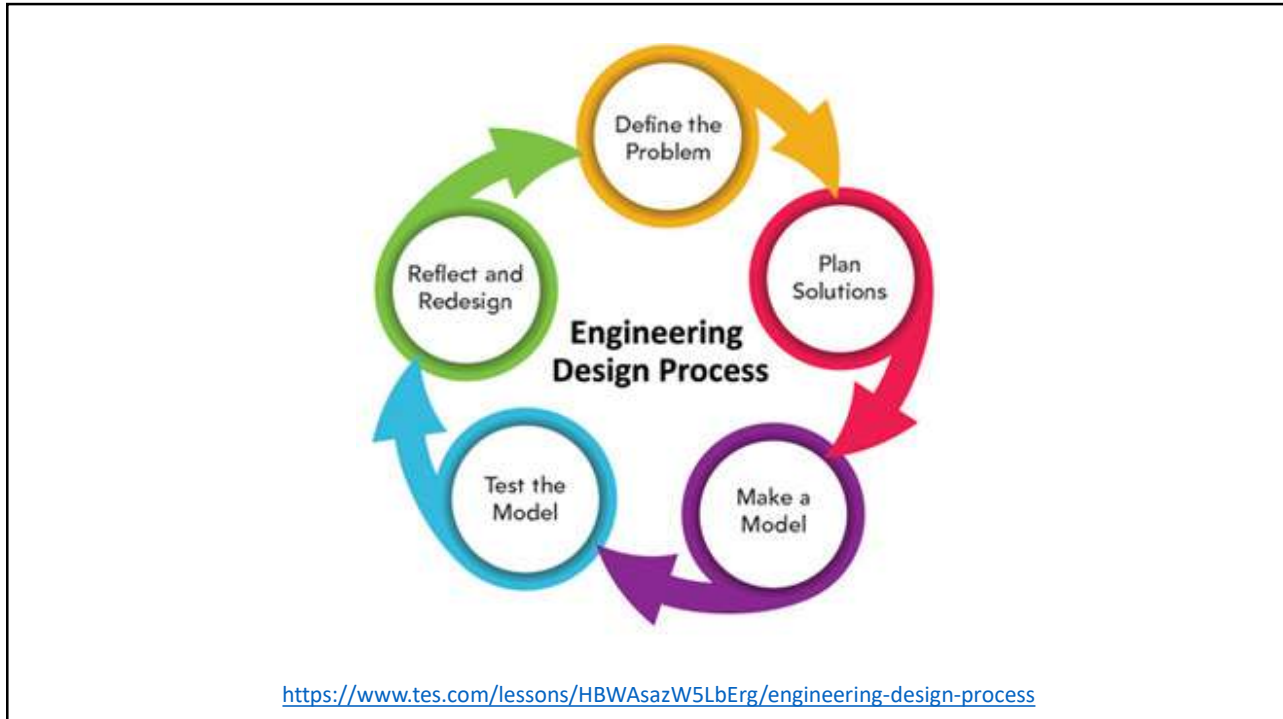
The slide features a dark grey background on the left with the title 'Differentiation through Collaboration & Communication' in white. On the right, there is a collection of logos and icons. At the top is the 'participate' logo. Below it is a cluster of various social and productivity icons including email, calendar, and document symbols. In the center is the Google logo. Below that is an Office 365 logo with a network diagram. At the bottom are the Schoology and Edmodo logos.

Differentiation through Critical Thinking & Problem Solving:

Thinking Frameworks, Protocols, & Strategies

- Engineering Design Process,
- Design Thinking,
- Scientific Method,
- Writing Process
- Protocols, ie: Socratic Seminar
- Tiered strategies

The slide features a dark grey background on the left with the title 'Differentiation through Critical Thinking & Problem Solving:' in white. Below the title is the subtitle 'Thinking Frameworks, Protocols, & Strategies' in yellow. On the right, there is a list of seven bullet points in black text.



Differentiation through Creativity & Innovation

The complex block features a dark grey background on the left with the text "Differentiation through Creativity & Innovation" in white. On the right, there is a white background with four logos stacked vertically: Piktochart (a grid icon), Powtoon (stylized red and blue text), Adobe Spark (a yellow square with "Sp" in black), and Visme (a colorful circular icon).

Differentiation through 21st Century Skills

Lesson Example

DQ: How can we learn from the past for a better future?

Learning Target: Analyze use of narrative to be informational.

Assessment: Partner article draft

1. Connect the DQ with the day's lesson objectives.
2. Student teams read an article about the Holocaust using the Save the Last Word protocol ([Content = Readiness & Learning Profile + Communication & Collaboration](#)).
3. **Process:** Reflect with a partner 1-2 takeaways with reasons from the conversation.
4. Students interview a Holocaust Survivor via a video conference, after listening to his story. Starter questions are prepared prior. ([Content = Interests & Learning Profile + Communication & Critical Thinking](#))
5. **Process:** Students write a journal entry or webbing about the interview. This is followed by whole group discussion about the speaker's use of narrative to be informational.
6. **Assessment:** In pairs, students compose a joint article draft about the experience with the Holocaust survivor. Complete 100-200 words.

The screenshot shows the Henrico 21 website interface. At the top, there is a navigation bar with links for HOME, TIP CHART, SUBMISSION, and RULES & REGULATIONS. A search bar is located on the right side of the header. The main header features the Henrico 21 logo and the text "21st Century Teaching and Learning". Below the header, there is a secondary navigation bar with links for Featured, Grade Level, Lesson, Project, Subject, TIP Chart, and Winners. The main content area is divided into two columns. The left column features a "Featured Stories" section with a video player showing a classroom scene. Below the video, there is a caption for "Master Chef Cafeteria Challenge – 8241" with a summary. The right column contains a "Quick Links" section and a "Faceted Search (click arrows to expand)" tool with dropdown menus for Featured, Subject, Uncategorized, Winners, TIP Chart, and Grade Level. A search button is located at the bottom of the faceted search section.

Henrico Resource Site: <http://blogs.henrico.k12.va.us/21/tip-chart/>

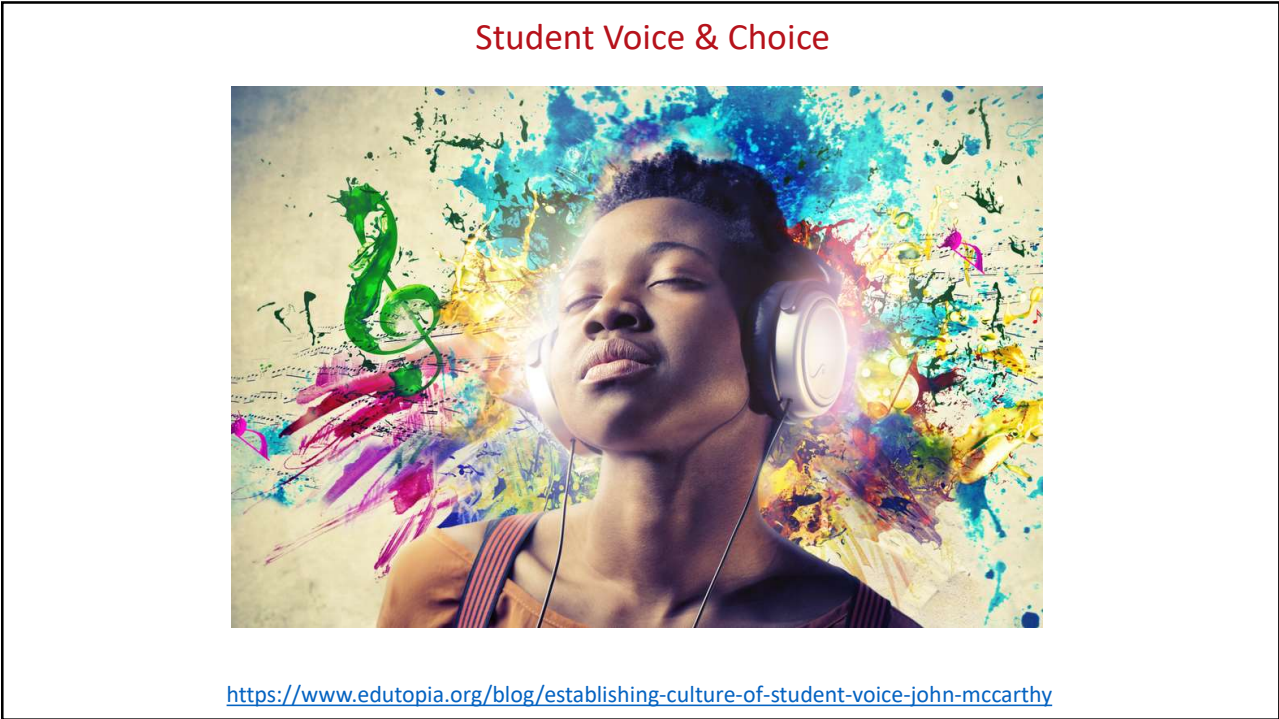
<http://openingpaths.org>

Book:

<http://johnmccarthyeds.net/soallcanlearn/>

TIP Chart for Reflection on Practice

COMMUNICATION & COLLABORATION				
In a 21st Century classroom, students communicate and collaborate ethically and effectively to reach a common goal or create a product. The teacher uses a variety of communication methods, structures student interaction in groups, and engages students in collaborative projects.				
	Entry (1)	Developing (2-3)	Approaching (4-5)	Ideal / Target (6-7)
TEACHER	Provides information and assignment expectations with limited student interaction. Directs communication opportunities that promote student comprehension.	Directly instructs on use of approved communication methods and associated digital tools. Provides opportunities and structures for students to work in groups on class assignments. Defines structures for student communication within the classroom.	Models a range of communication methods and digital tools. Designs challenges that promote collaboration within and beyond the classroom to address an authentic task. Teaches students how to collaborate purposefully without direct supervision.	Facilitates and formatively assesses authentic tasks where students are engaged in meaningful communication and purposeful collaboration.
STUDENTS	Work in small groups toward a common product without collaborating.	Work in teacher-selected groups with defined roles to accomplish class assignments. Use digital tools to communicate to complete class assignments.	Establish group norms, form teams, and organize roles to address an authentic task. Use appropriate digital tools to facilitate collaboration.	Select appropriate digital tools to communicate and collaborate with peers and experts, regardless of time zone or physical distances. Reflect on their roles as communicators and collaborators and set goals for future growth.
Technologies that foster communication and collaboration include electronic messaging, multimedia publishing, video conferencing, blogs, wikis, discussion boards, etc.				



Learning Profile Cards (Front)

Learning Styles Preferences 1	Thinking Styles
i.e. R. Sternberg's Triarchaic Theory	
Analytical:	:Internal
Practical:	:External
Creative:	
List 3-4 Interests, Hobbies, Other	
	:This course
	:Reading
	:Writing
	:Math
	:Science
	:Multimedia

Learning Styles Preferences 2
i.e. H. Gardner's MI elements

Kinesthetic:
Auditory:
Visual:

Learning Profile Cards (Back)

Name:
Phone Number:
Email:
Social Media:


Rate self on each section from 4 (high preference) to 1 (low preference)

**Chapter 9 from
"So All Can Learn: A Practical Guide
to Differentiation" <http://bit.ly/saclpraise>**

The Mediation Clause

Teacher Monitored	<ol style="list-style-type: none">1. 1 to 1 meeting by a team member and the student (May occur 2-3 times)2. Team meeting with the student3. Teacher meets with the team4. Student relocation decision
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<http://bit.ly/mediationprotocol>



Browse Topics | Watch Videos

February 10, 2015 | TRENDING: Teaching Students How to Confront Insults

VIEW | STATS




DIFFERENTIATED INSTRUCTION





50+ Tools for Differentiating Instruction Through Social Media

JANUARY 16, 2015

Share 6



John McCarthy
Education Consultant, Advocate for Student Voice in Learning

FOLLOW:    

Imagine a world where resources were limited to what was found in the classroom or the school closet known as the "Curriculum Materials Room." Picture a world where students wrote letters with pen and paper to communicate with other students and adults outside of the building. Due to postage costs, the teacher either sent the letters in bulk or paid for stamps out of his or her own pocket. Can you recall a time when student interests like skateboarding or video were never

from article: bit.ly/di50socialmedia

Review tools at:
<http://bit.ly/di4allonlinetools>

Feature	URL	Tool Type	Assessments	Content Differentiation	Process Differentiation	Product Differentiation
Peddit	http://peddit.com/	Collaboration Virtual Boards			Students share ideas and almost content will each other for use in their ongoing work.	Share links to completed products for publication.
Storm Board	https://www.stormboard.com	Collaboration Virtual Boards				
Shorfy	https://shorfy.com/	Content Content		Complete content lists in resources into categories that are broken to make a sense of the information from different media perspectives. Each tool has been categorized according to its use.	Students create their own resources for using these tools. Students are often connected to the author/creator of the content online for follow-up questions or support.	Students create their own resources or manage existing resources that meet the needs of a targeted audience.
Paper.li	http://paper.li	Content Content				
Sponge	https://www.sponge.com	Content Content		Similar to the Content Content tools, these are online bookshelves that can be completed and shared with students based on their differentiated needs.	Similar to the Content Content tools, students create their own lists of links that support their work. They shared the links online and became responsible for the work.	
LinkUp	https://www.linkup.com	Links for Sharing				
Clippo	https://www.clippo.com	Links for Sharing				
Dive	https://dive.google.com/	Google Apps	These ratings and other assessments to determine what their classroom is a	Manage and share content via folders. Includes folders where students can submit work.	An extension tool through the Writing Process (CC BY-NC). They share a link to that work with peers and teachers for ongoing feedback, monitoring, and targeted support where needed.	
Docs	https://docs.google.com/	Google Apps		Provide links and other media resources for students to use. Content includes, articles, PDFs, and other online resources differentiated based on readiness, interest, and learning profile.		Students design products using these online tools, which can be the content and student work.
Slides	https://slides.google.com/	Google Apps				
Slides	https://slides.google.com/	Google Apps				
Google+ Communities	https://plus.google.com/	Google Apps	Students create content using the Content & Process Differentiator as a template to support their progress and support needs.	Users can be grouped content on different modalities such as video, links, and podcasts for use by students. Tools can be utilized for progress and support needs.	Similar to blogging, student reflections and journaling and opportunities to share or highlight. Adds a video recording and images are opportunities to writing.	Student work can be shared or attached via these tools.
Discussion Boards	https://plus.google.com/	Google Apps				
TMCK	https://tmck.com/	Interactive Pages/Posters		Provides content in diverse ways or especially target resources such as an interactive page for each work group. Content can be shared in heterogeneous groupings, and an accompanying video learning profile.	Students make their own assignments to make sense of the content for a specific lesson or set of lessons. In this situation, the student work is precise, not a free product to be graded.	Students have different ways to demonstrate their understanding by choosing the media and method to incorporate into their interactive assignments. Great opportunity for using multiple intelligences such as to blend thinking.
Thinklink	http://www.thinklink.com/	Interactive Pages/Posters				
Piktochart	http://www.piktochart.com/	Interactive Pages/Posters				

Think Dots


- Provides up to six tasks to complete for learning skills and/or concepts (e.g. fractions, plot analysis)
- Each task is progressively more difficult and connected to the learning objective.
- Students are grouped by **readiness**, **interest**, and/or **learning profile**.
- Students randomly pick (use a die) or choose a specific number of tasks to complete out of those provided (e.g. 3 of 6, 4 of 6, 6 of 6).
- Teacher might assigned some of the tasks as mandatory, and some as optional.

Defining Fractions

- Learning Objective: Understand the parts and function of fractions.
- Evidence/Assessment: Exit Card with 1-4 fraction problems to solve.
- Set up activity: Students have done some work with fractions.

Think Dots (Tiered 1)

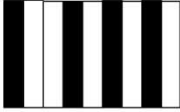
Instructions:
Complete 4 of the 6 tasks. Task 1 and 2 must be completed. Show and explain all work.

<ul style="list-style-type: none"> • What is the top # of the fraction called? • What is the bottom # of the fraction called? • Where do the numbers come from that go in those two places? 	<p>Name 2 different fractions that could represent the picture.</p> <div style="text-align: center;">  </div>	<p>Draw a picture that shows $\frac{1}{3} + \frac{2}{3}$</p>				
●	● ●	● ● ●				
<p>Make a word problem that explains $\frac{3}{8}$</p>	<p>If $\frac{3}{8}$ of the race is bicycling, $\frac{1}{8}$ is swimming, how much of the race is left to run?</p>	<p>If you had the following scores on a test, which one would be better?</p> <div style="text-align: center;"> <table style="border: none;"> <tr> <td style="border: none;"><u>Right</u></td> <td style="border: none;">$\frac{1}{2}$ or $\frac{4}{6}$</td> </tr> <tr> <td style="border: none;">Total</td> <td style="border: none;"></td> </tr> </table> </div>	<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$	Total	
<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$					
Total						
● ● ● ●	● ● ● ● ●	● ● ● ● ● ●				

Think Dots (Tiered 2)

Instructions:

Choose and complete 5 of the 6 tasks. Task 1 must be one of the choices. Show and explain all work.

<p>What is the top of the fraction called? What is the bottom of the fraction called?</p>	<p>Write a fraction for the shaded area.</p> 	<p>Draw a picture that shows $\frac{2}{3}$.</p>
●	● ●	● ● ●
<p>Make a word problem that explains $\frac{7}{10}$.</p>	<p>If you have $\frac{3}{5}$ of a pizza eaten, how many pieces are left in the pizza?</p>	<p>If you had the following scores on a test, which would be better?</p> <p><u>Right</u> $\frac{1}{2}$ or $\frac{4}{6}$ Total</p>
● ● ● ●	● ● ● ● ●	● ● ● ● ● ●

RAFTS

- Role The part/position to play
- Audience Who to communicate to.
- Format Product options
- Topic Focus of outcome
- Strong verb Turns topic action orientated

Student Voice (version 1)

Role	Audience	Format	Topic
Red	Police	Deposition or plot chart	Tell what really happened.
Grandma	Red	1-2 minute conversation (script)	Save lives. Don't talk to strangers.
Wolf	Defense Attorney	1-2 minute conversation (script)	Help me! I was framed!
Neighbor	PTO	Flyer	Strangers & Red: Beware! (A Cautionary Tale)
Red	Friends	Obituary	Confess: A lesson I did not learn...
Wolf	Talk Show Host	Memoir Letter	Save me! I'm misunderstood.

Excerpt from So All Can Learn: A Practical Guide for Differentiation (February 2017)

Student Voice (version 2)

Role	Audience	Format	Topic
Red	Police		Tell what really happened.
Grandma	Red		Save lives. Don't talk to strangers.
Wolf		1-2 minute conversation (script)	Help me! I was framed!
Neighbor		Flyer	Strangers & Red: Beware! (A Cautionary Tale)
Red		Obituary	
Propose your own			

Excerpt from So All Can Learn: A Practical Guide for Differentiation (February 2017)

Companion Article: "The 1st Truth about Differentiation"

<http://johnmccarthyeds.net/the-1st-truth-about-differentiation/>

MORE Resources for Differentiation:

<http://bit.ly/di-resources>

20% off Code: **RLEGEN17**

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<http://bit.ly/rowman20>

