

What you will see in every Little Harbour classroom

- Multiple exposures to concepts and skills to provide frequent opportunities for review and practice
- Multiple approaches for representing and solving problems
- Connection of lessons to “real world” situations
- A learning environment that encourages risk-taking and respects multiple problem solving strategies
- Engaging and open-ended activities that can be customized to meet the needs of all students



“In differentiated classrooms, teachers ensure that a student competes against himself as he grows and develops more than he competes against other students.”

The Differentiated Classroom:
Responding to the Needs of All Learners

by Carol Ann Tomlinson

Additional Resources

Bender, William. (2002). *Differentiating Instruction for Students with Learning Disabilities: Best Teaching Practices for General and Special Educators*. Newark, Del: IRA.

Chapman, C. & King, R. (2003). *Differentiated Instructional Strategies for Reading in the Content Areas*. Thousand Oaks, CA: Corwin Press.

Forsten, C., Grant, J. & Hollas, B. (2002). *Differentiated Instruction: Different Strategies for Different Learners*. Peterborough, NH: Crystal Springs Books.

Forsten, C., Grant, G. & Hollas, B. (2003). *Differentiating Textbooks: Strategies to Improve Student Comprehension & Motivation*. Peterborough, NH: Crystal Springs Books.

Lundy, K. (2004). *What Do I Do About the Kid Who...?* (2004). Ontario, Canada: Pembroke Publishers.

Tomlinson, C. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD.

Tomlinson, C. (2001). *How to Differentiate Instruction in Mixed- Ability Classrooms* (2nd ed.). Alexandria, VA: ASCD.

Tomlinson, C. (2003). *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*. Alexandria, VA: ASCD.

Tomlinson, C., & Allan, S. (2001). *Leadership for Differentiating Schools and Classrooms*. Alexandria, VA: ASCD.

Witherell, N. & McMackin, M. (2002). *Graphic Organizers and Activities for Differentiated Instruction in Reading*. New York: Scholastic.

Little Harbour School
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Differentiated Instruction at Little Harbour School Challenging and Supporting All Students



“In differentiated classrooms, teachers begin where students are, not at the front of a curriculum guide. They accept and build upon the premise that learners differ in important ways.”

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Little Harbour School
Teaching & Learning Team

Differentiated Instruction at Little Harbour School



Little Harbour School employs a model of differentiated instruction based on the work of Carol Ann Tomlinson. This model strives to broaden and expand our students' learning in any given content area.

Our goal is to challenge and support the needs of each individual student. Teachers at LHS are ready to engage students by varying content, appealing to different interests and using varied rates of instruction with varied degrees of complexity.

When a teacher varies his/her teaching to most effectively meet the needs of a single child or small group, that teacher is **differentiating instruction**.

In essence, use of this model allows teachers to challenge all of our children.

LHS teachers differentiate *reading* instruction by:

- varying levels of texts
- using small group discussions
- using strategy groups
- varying the range of homework assignments
- providing "just right" books
- developing literature circles
- participating in genre studies
- determining expectations for written/verbal expression
- using response journals
- using targeted software
- providing 1:1 attention

LHS teachers differentiate *math* instruction by:

- varying levels of games
- using small group instruction and strategy groups
- using math literature
- varying the range of homework assignments
- developing math learning contracts/extended worksheets
- using open-ended word problems
- modifying math work
- implementing challenge folders
- analyzing chapter pre-tests
- providing 1:1 attention

Suggestions for Parents

- Read to your child everyday.
- Model reading/writing daily.
- Familiarize yourself with our reading and math programs: learn the games and play them with your children.
- Meet with your child's teacher to discuss his/her needs. Communication is critical to their success.
- Attend math and literacy and parent information nights provided periodically at LHS.
- Visit the Cathy Hanna Resource Center for information, literature and other helpful materials (located in the Title I area across from the computer lab).

