

## **Example of differentiated activity**

### **Differentiation Activity**

**Subject:** Work in points of interest

**Time:** 1 to 2 hours

**Objective:** Strengthen the topics treated in class in 3 areas through various activities that children can choose.

#### **Beginning:**

Inside the classroom there will be 3 different centers for children. A math center, one for creative writing and one for reading. In each of these will be written instructions so the children know what they have to do. The teacher explains to all the children the options they have and they choose the work for that hour.

#### **Development:**

After having explained to them the options of activities they choose, they begin to work.

**Reading corner:** All the Ziraldo books we have been working on this month will be available. They can choose one of the stories, read it and write and draw on a cardboard their favorite character.

#### **Math corner:**

We will work on addition and subtraction, regrouping with mathematical puzzles included, and with concrete material.

#### **Creative writing corner:**

In this corner the children will have empty books of different forms. They can choose a topic that they want to write a story about, but in the story they have to include at least 10 vocabulary words we have learned.

The rules will be clear in each center, children can change centers, as long as they have finished what they started.

#### **Ending:**

Everyone sitting in a community circle, we will reflect on how they felt and why they chose that center.

#### **Group work**

The support classroom teacher maintains constant communication with the Orientation Department, the classroom teacher, the Administration and, if applicable, the external tutors or professionals who work with the child. The team work will allow to achieve a planning of the work inside and outside the classroom and a follow-up of the child, in order to take the more convenient actions for each student.

Periodic meetings are held between the professionals of the Support Group to evaluate and analyze case studies, allowing adequate follow-up of specific cases.

**Program evaluation**

- According to individual needs, basic area assessments are conducted for children attending the program. Based on these assessments, work is planned with students.
- Anecdotal records are used to monitor students' progress.
- We work continuously within the classroom to observe students' performance in the group.
- Cases are analyzed in small meetings and class meetings.
- Portfolios are used to monitor students' progress.

**Resources for Evaluation:**

All the tests that are available in the Guidance Department are used. The use of each test will depend on the subject of reference, grade and age of the student.

Informal and academic assessments are also conducted.

**Expectations of class work**

Work habits, organization and strategies are developed that support an adequate functioning. Values, respect for others and individual differences are reinforced. We promote the development of responsibility and support a positive personal image and good self-esteem.