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RDG 318-898

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Differentiating Instruction

The following includes differentiating instruction for below-basic readers, basic readers, and proficient readers based on the same book called *Bud, Not Buddy*. The purpose of each assignment is to broaden each student's knowledge and help them grow as a student and as a reader. The assignments for each reading category are not meant to give one group more or less work than another. Throughout the process of reading the book, the students will participate in grand discussions as an entire class with the teacher. The class as a whole will then be divided into smaller groups based on their reading level. All students will discuss the characters, themes, vocabulary, and other topics included in the book. Each group will rotate their discussion to meet with the teacher in order to ask questions. They will each, then, write a paper about their discoveries and ideas based on a prompt given to each student.

Below-Basic Readers	Basic Readers	Proficient Readers
After reading the book, the below-basic readers will be placed in the same group, possibly two depending on class size. The students will, as a group, discuss the vocabulary terms and their meanings by using definitions, context clues, pictures, and examples and how they think the vocabulary contributes to the story. Using a thesaurus could help them see the similarities of the book's vocabulary to words they already know. This gives them the opportunity to expand their vocabulary and compare new words to words they already know and use. They will also discuss the plot as a whole, and how the vocabulary helps strengthen the plot's main ideas. Each	After reading the book, the basic readers will be placed in the same group, possibly two depending on class size. The students will, as a group, discuss the plot and the themes included within the story. They will discuss how those messages and themes affect the plot, and explain how the messages relate to the story. The students will show how the messages connect with the world and their personal experiences. Each student will take notes about what they discuss as a group, and will respond to a writing prompt about how the story and its different themes are related. Their writing will be expected to be at least one full page, front-and-back, while	After reading the book, the proficient readers will be placed in the same group, possibly two depending on class size. The students will, as a group, discuss each character in the book, and how they think they contribute to the story. They will also discuss the characters' relationships with Bud, and how they believe each of those characters affected Bud in some way. Each student will take notes about what they discuss as a group, and will respond to a writing prompt about a character. Each student will choose to write about one character in the book and that character's relationship with Bud. Their writing will be expected to be

<p>student will take notes about what they discuss as a group, and will respond to a writing prompt about how the vocabulary affects the plot of the story. Their writing will be expected to be at least one full page, front-and-back, while skipping lines in between. This ensures that each student has to put thought into how to respond to the prompt, while also making sure that they have to be specific and include examples from the text.</p>	<p>skipping lines in between. This ensures that each student has to put thought into how to respond to the prompt, while also making sure that they are specific and include examples from the text and from their experiences.</p>	<p>at least one full page, front-and-back, while skipping lines in between. The writing topic for proficient readers is smaller, which means it has to include more information on one topic. Each paper will have to be specific and draw from specific examples from the book, as well as the student's thoughts about how their chosen character's relationship with Bud affects the story as a whole.</p>
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