

# TOOL

# WARNING

A large, yellow, porous sponge with many holes, resting on a wooden surface.

**HOW TO BE A SPONGE**

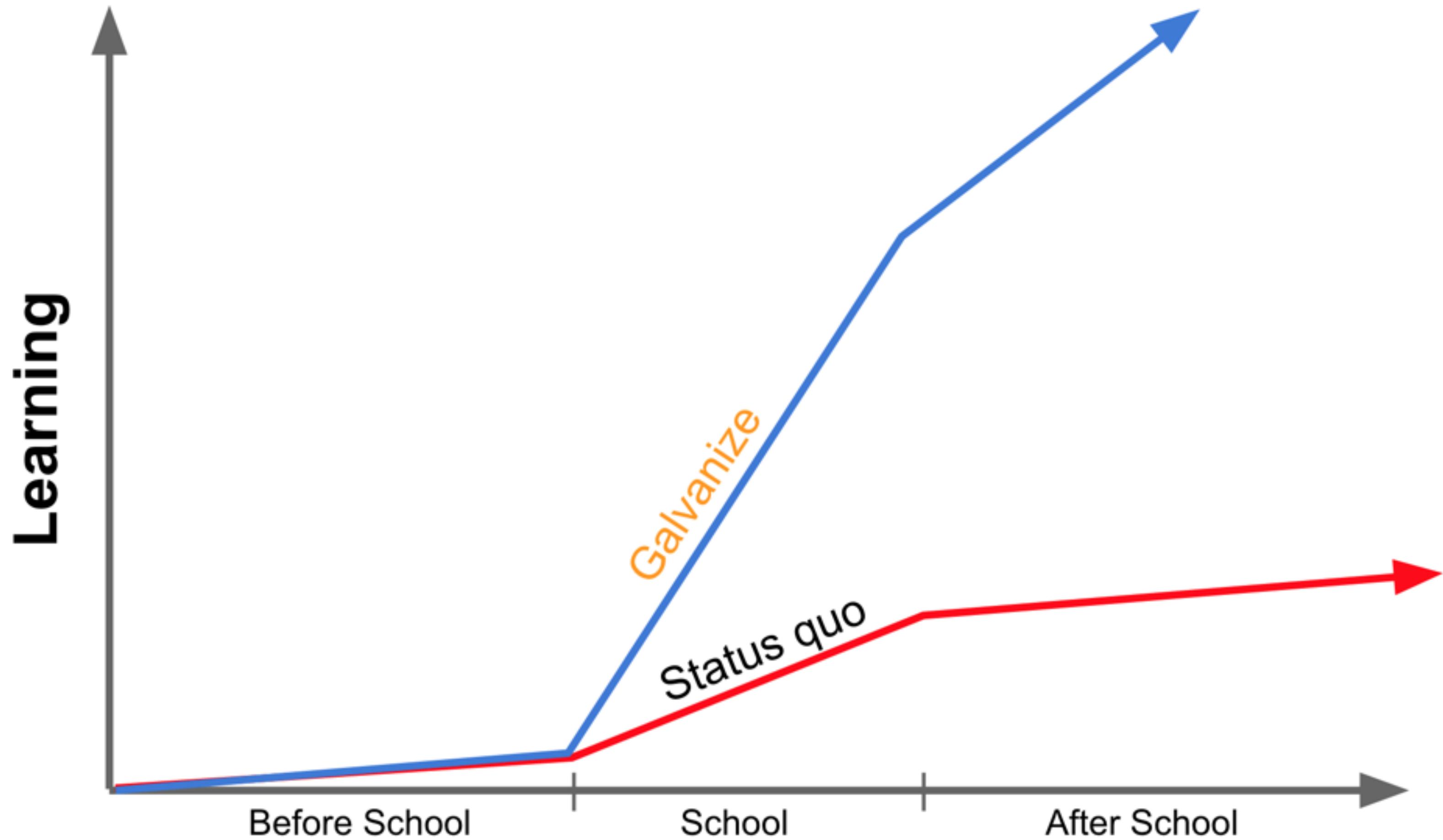


# LEARNING OBJECTIVES

By the end of this workshop, you will be able to...

- ` **Describe differentiated instruction.**
- ▶ **Explain what type of learner you are?**
- ▶ **Discuss the 3 stage learning process.**
- ▶ **Identify your personal strengths and areas of growth in the 3 stage learning process.**
- ▶ **Explain the zone of proximal development.**
- ▶ **Explain the purpose of Bloom's Taxonomy.**

WHY?



The background of the image is an aerial photograph of a complex highway interchange. The roads are dark grey asphalt, and the surrounding area is a mix of green trees and brown earth. The interchange features several levels of elevated roads and ramps, creating a intricate web-like pattern. A few cars are visible on the roads.

# DIFFERENTIATED INSTRUCTION



S P H I

# SET THE STAGE



# CLEAR THE STAGE RESET YOUR WORKING MEMORY

# RESET YOUR MIND

HOW CLARIFY WHAT  
WHO THE *What* AND  
WHEN THE *Why*  
WHERE



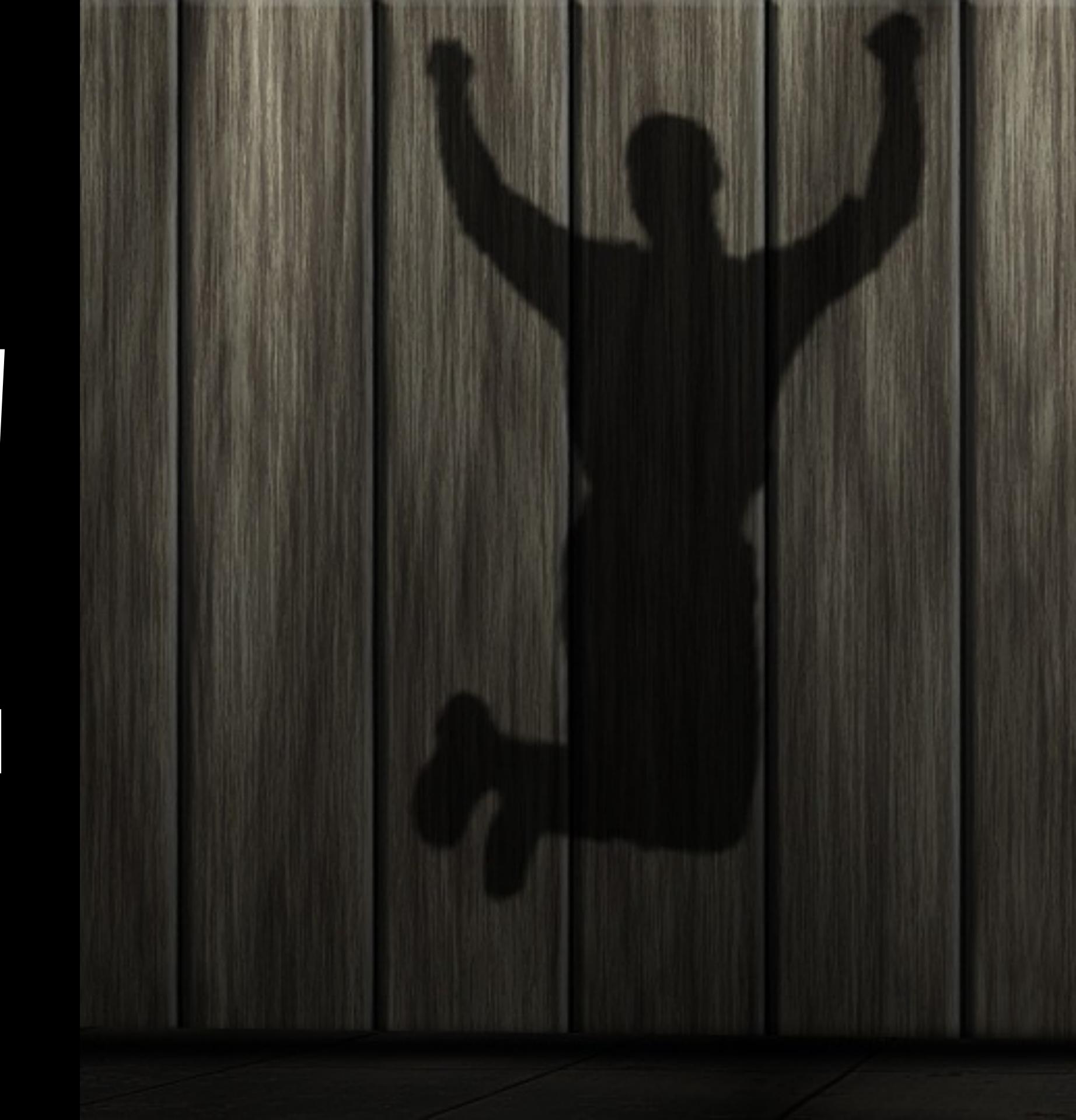
PROCESS  
OVER  
PRODUCT



**FOCUSED PRACTICE  
IS THE KEY**

STOP

# PLAY!





# DIG IN!

# WRESTLE WITH IT



# STRIVE FOR FLUENCY



# TAKE RISKS



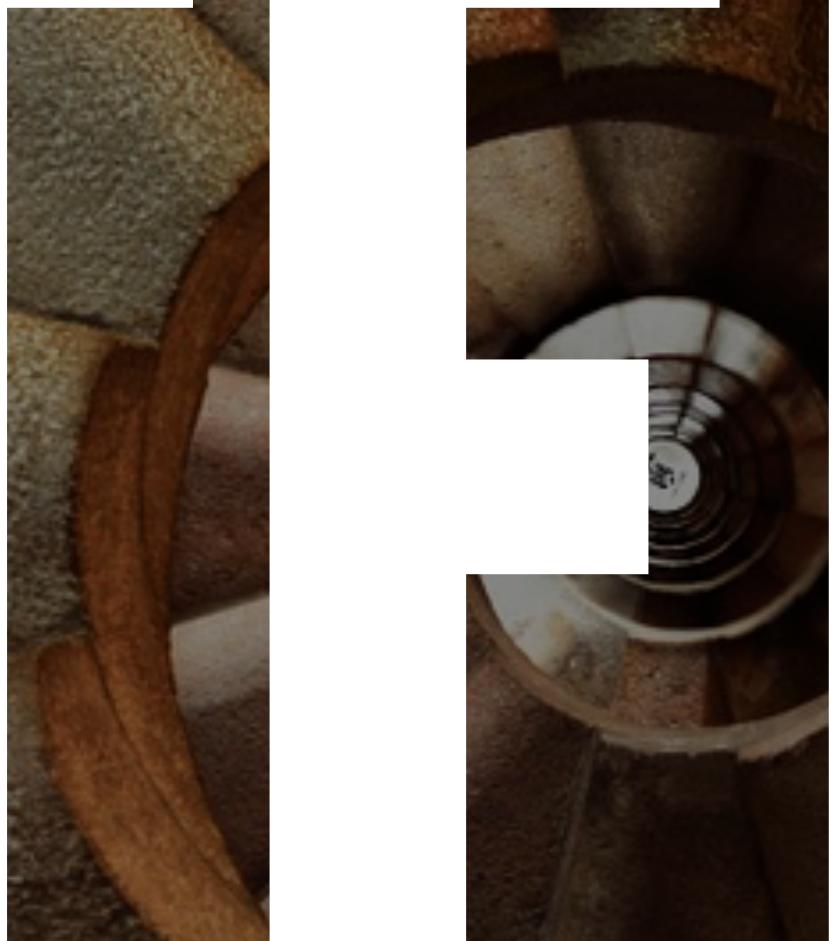


**FORTUNE  
FAVORS  
THOSE WHO TRY.**

HAWAII JUNE



SOUP





**REFLECT  
BE YOUR OWN  
TEACHER**



# SELF ASSESS

# ASK NEW QUESTIONS

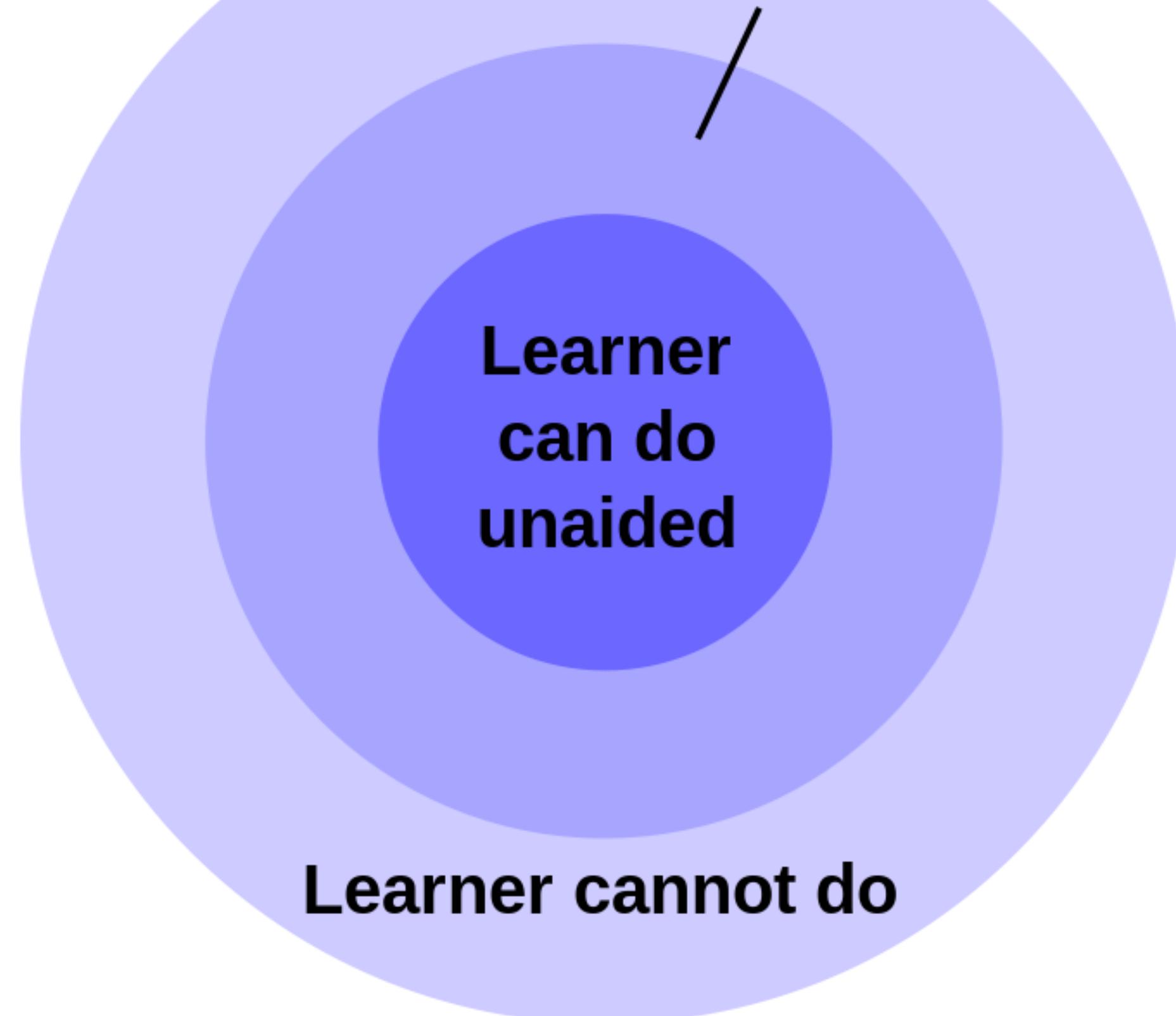




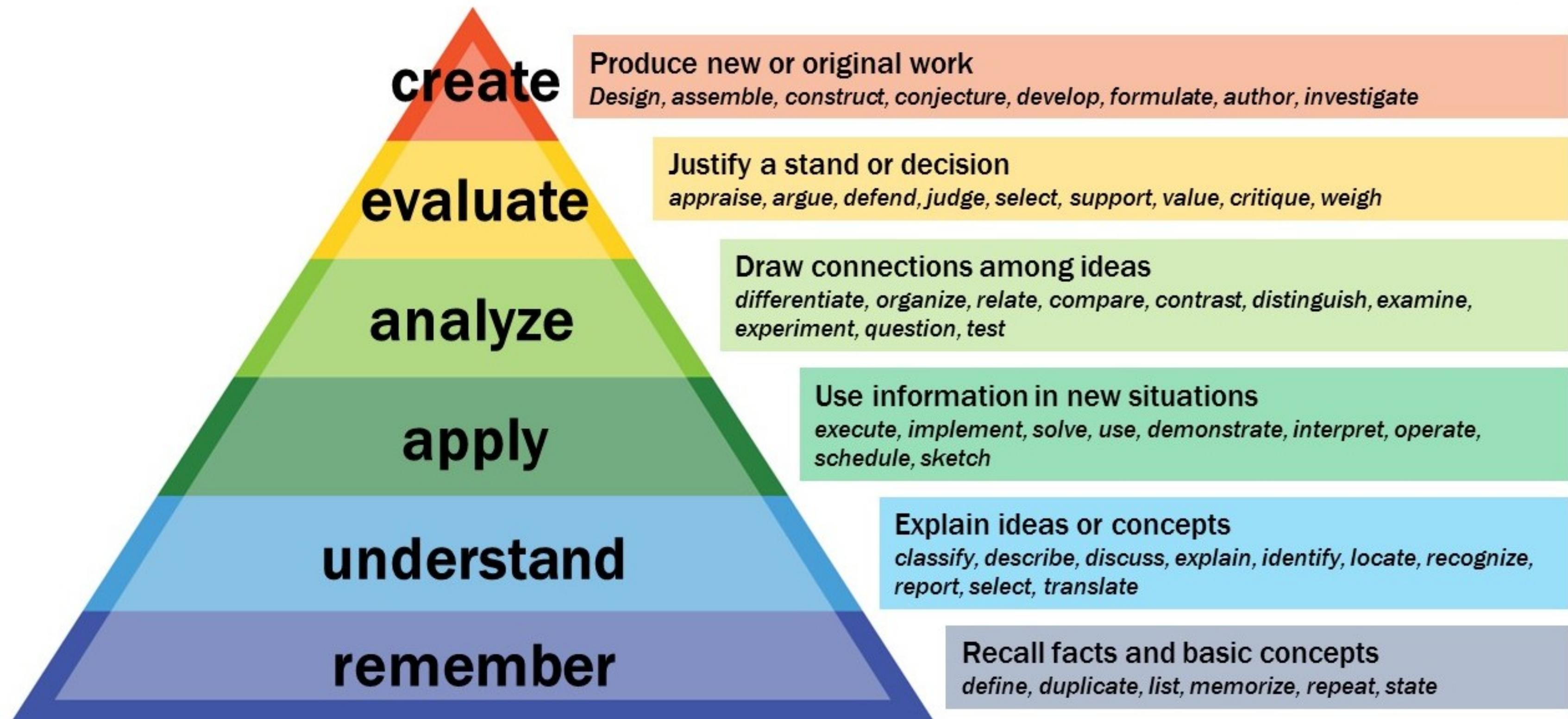
**REPEAT**

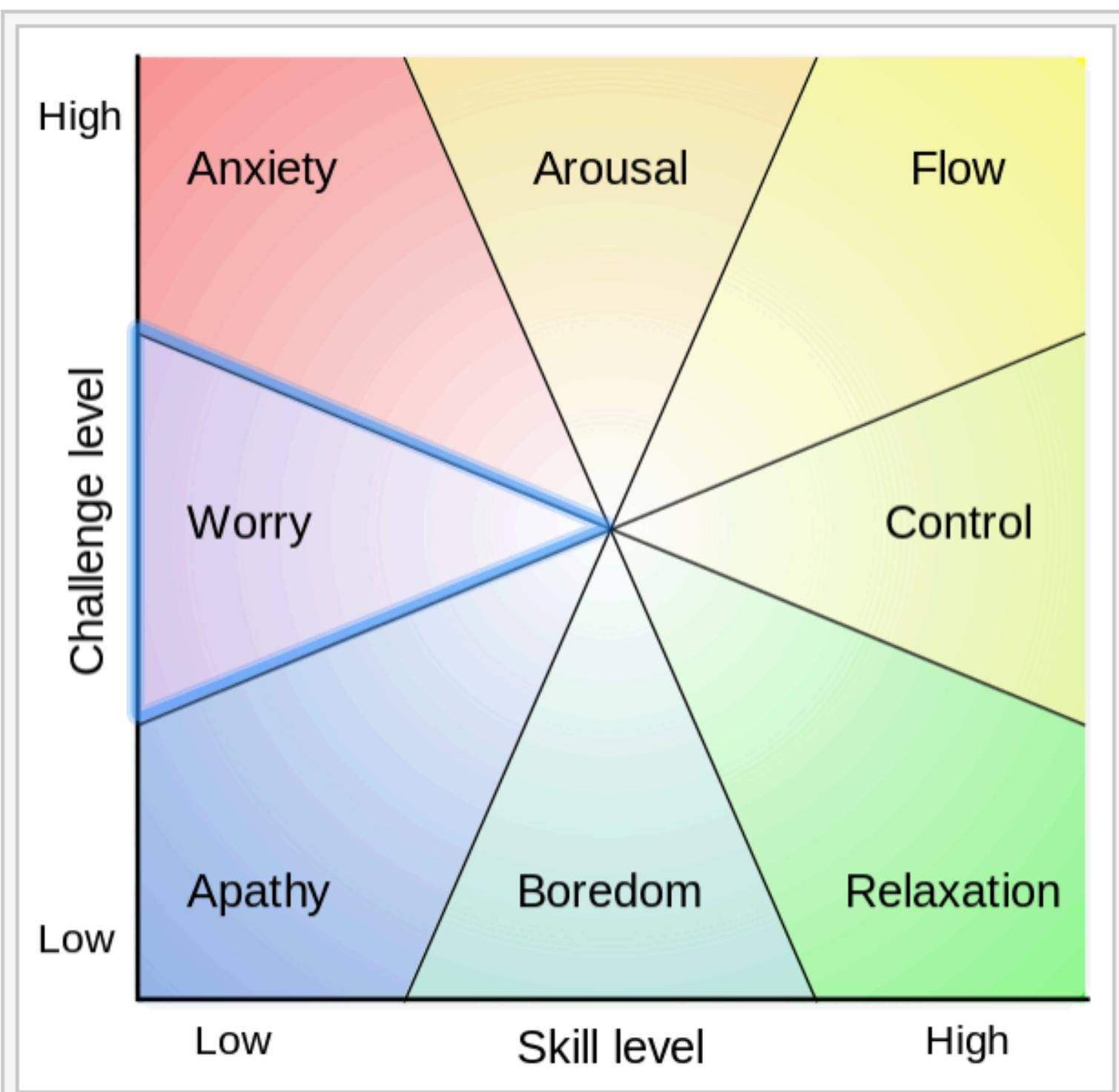
# **Zone of proximal development**

**(Learner can do with guidance)**



# Bloom's Taxonomy





Mental state in terms of challenge level and skill level, according to [Csikszentmihalyi's flow model](#).<sup>[10]</sup>  
(Click on a fragment of the image to go to the appropriate article)



**BLOOMS TAXONOMY. DIGITAL IMAGE. BLOOM'S TAXONOMY. VANDERBILT UNIVERSITY, N.D. WEB.**

**[HTTPS://CFT.VANDERBILT.EDU/GUIDES-SUB-PAGES/BLOOMS-TAXONOMY/.](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)**