

Center	Activity
Students	Differentiation needed

Differentiating Instruction For Literacy Centers

Students	Group/Student Profiles
<p><u>Red Group</u> *Anita *Ben Carla Dorothy</p>	<p>*Anita: diagnosis of ADD- has difficulty concentrating in noisy and busy areas *Ben: diagnosis of ADHD- becomes over stimulated when his immediate workspace is noisy and/or active. -Both Anita and Ben have a difficult time getting started on a task but can maintain focus in quieter areas with less student traffic. Students are able to read grade appropriate texts for March of grade 1 and are scoring “fully meeting” on the BC Performance Standards for Reading and Writing.</p>
<p><u>Orange Group</u> Edward Fred George Hilda Inez</p>	<p>Students are able to read slightly below grade appropriate texts for March of grade 1 and are scoring mostly in the “Approaching” to “Fully Meeting” areas on the BC Performance Standards for Reading and Writing. They are able to fluently read the sight words on the preprimer and primer Dolch lists but are struggling to read the first and second Dolch lists.</p>
<p><u>Yellow Group</u> Jackie Kevin Linda Michael Norton</p>	<p>Students are able to read grade appropriate texts for March of grade 1 and are scoring “fully meeting” on the BC Performance Standards for Reading and Writing</p>
<p><u>Green Group</u> Ollie Patricia Samantha *Rena (EA support during Literacy Centers)</p>	<p>Students are able to read text that is slightly below the expected levels for March of grade 1 and are scoring mostly in the “Approaching” areas on the BC Performance Standards for Reading and Writing. They are able to fluently read the sight words on red tag but are struggling to read the yellow, blue and green groups of words. *Rena: diagnosed as mild mentally handicapped. She has low receptive and expressive language. She is beginning to be able to print her name without assistance and can recognize and name the letter “R”.</p>
<p><u>Blue Group</u> *Tyler Ursula Victoria Willy</p>	<p>Students are able to read grade appropriate texts for March of grade 1 and are scoring “fully meeting” on the BC Performance Standards for Reading and Writing. *Tyler leaves the room for Reading Recovery during the Language Arts. He returns to the room part way through the Literacy Center block.</p>
<p><u>Purple Group</u> Xavier Yolanda Zeke</p>	<p>Students are able to read well beyond the expected levels for March of grade 1 and are scoring “Exceeding” on the BC Performance Standards for Reading and “Fully Meeting” for Writing.</p>

Center	Activity The students will use the magnetic boards and words to build sentences at the magnetic center. They will then copy down their sentences onto a sentences sheet to hand in. Materials: Magnetic boards, names of students on tag with magnetic sticky on back, and sight words from the preprimer, primer, first and second Dolch lists.
Students	Differentiation needed
<u>Red Group</u> *Anita *Ben Carla Dorothy	Anita partner with Carla Ben partner with Dorothy - Each pair should move their materials to a quiet area of the room to work on building sentences. - Each pair is required to hand in one worksheet between the two students.
<u>Orange Group</u> Edward Fred George Hilda Inez	Limit the number of words in the center to the preprimer, primer, and first lists. Encourage the students to quickly read through the first list words together as a group before they begin to build sentences. T may need to support students through the reading of this group of words.
<u>Yellow Group</u> Jackie Kevin Linda Michael Norton	No Differentiation needed
<u>Green Group</u> Ollie Patricia Samantha *Rena	Limit the number of words in the center to the preprimer and primer lists. Encourage the students to quickly read through both groups of words as a group with Rena's before they begin to build sentences. Rena can take on a leadership role holding up the words for the group to see. *Rena will work at making her name. She will find her nametag amongst 6 others and use it to find the letters in her name and match them to the letters on top of her nametag. She will break her name and rebuild underneath the nametag. She will sing the letters in her name using the jingle melody to help her remember the letter names.
<u>Blue Group</u> *Tyler Ursula Victoria Willy	No Differentiation Needed *Tyler will only make and write as many sentences as he can in the time that he is at the center.
<u>Purple Group</u> Xavier Yolanda Zeke	Use all 5 Dolch word lists. As well, they will be encouraged to build complex sentences and sentences that relate to each other. Add white board felts to the center so that can write in words as they need them.

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<u>Green Group</u> Ollie Patricia Samantha *Rena	
<u>Blue Group</u> *Tyler Ursula Victoria Willy	
<u>Purple Group</u> Xavier Yolanda Zeke	

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