



OAFCCD *Parents As Partners*

Fact Sheet # 10

Differentiated Teaching Strategies

Kindergarten or Grade 1 Examples

Type	Strategy	Kindergarten or Grade 1 Example
Size/Amount	Adapt the number of items that the student is expected to learn or complete	Reduce the number of spelling words a student must learn each week
Time	Adapt the time allotted and allowed for learning, task completion, or testing.	Give extra time for completing a picture or telling a story.
Level of Support	Increase the amount of personal assistance with a specific student	Have children work together or have a volunteer or Educational Assistant help the student. For gifted students add extra activities to complete on their own.
Input	Adapt the way instruction is delivered to the student.	Use a picture or model, or show an example of a completed craft.
Difficulty	Adapt the skill level, problem type, or the rules on how the student may approach the work	Provide directions one step at a time, have a sample to show how the craft looks at each step.
Output	Adapt how the student can respond to instruction.	Instead of writing a story, the student can tell a story or draw a picture.

Type	Strategy	Kindergarten or Grade 1 Example
Participation	Adapt the extent to which the student is actively involved in the task.	Have the student point to the day and date on a calendar rather than saying it out loud.
Alternative Or different goals	Adapt the goals or outcome expectations while using the same materials.	Instead of printing their name, the child could colour the pre-printed letters of their name or use a name sticker.
Substitute or Change the Curriculum	Provide different instruction and materials to meet a student's individual goals.	Provide a different task or activity which will help the child to develop a skill they need. For example, learn to use picture symbols to tell a story.

Source: Adapted from Thames Valley District School Board Program Development Team Tracking Form, Originally from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994