

Below are suggestions for differentiating instruction to meet the individual needs of students. These are the same skills shown on the Lesson Planner; however, these pages provide extra practice opportunities or enriching activities to meet the varied needs of students. For Workshop Management Tips, see Appendix.

Differentiating Instruction

Small-Group Instruction



Use the informal assessment suggestions found throughout the lessons, along with the formal assessments provided in each lesson, to determine your students' strengths and areas of need. Use the following program components to help in supporting or expanding on the instruction found in this lesson:

Reteach Workbook for use with students who show a basic understanding of the lesson but need a bit more practice to solidify their understanding.

Intervention Guide and **Intervention Workbook** for use with students who, even after extra practice, exhibit a lack of understanding of the lesson concepts.

English-Language Development Guide and **English-Language Development Workbook** for use with students who need language help.

Have students create small groups to do such things as:

- Discuss books during Reading Roundtable.
- Discuss questions that arise as they investigate concepts after reading the selection.
- Partner-read to assist those who have problems reading difficult passages or to help develop fluency.

Independent Activities



Writing Seminar

A suggested activity would be to have students write a personal narrative about friendship. Tell students to request a peer or teacher conference whenever they feel it would benefit their writing.

- ◆ Small-Group Instruction
- Independent Activities

	READING	INVESTIGATION ACTIVITIES
DAY 1	<ul style="list-style-type: none"> ■ Select Leveled Classroom Library book for independent reading ■ Add vocabulary in Writer's Notebook ■ Record response to selection in Writer's Notebook 	<ul style="list-style-type: none"> ■ Concept/Question Board ◆ Review presentation methods ◆ Complete planning calendars, Inquiry Journal, pp. 10–11 ■ Explore OCR Web site (www.sra4kids.com) for Friendship
DAY 2	<ul style="list-style-type: none"> ■ Independent reading ■ Oral reading of selection for fluency ◆ Discuss Theme Connections, p. 45 	<ul style="list-style-type: none"> ■ Concept/Question Board ■ Use Research Assistant CD-ROM to continue investigation
DAY 3	<ul style="list-style-type: none"> ◆ Partner reading of selection ■ Listening Library Audiocassette/CD ■ Complete Link to Writing for Supporting the Reading, p. 43D ■ Complete Comprehension and Language Arts Skills, pp. 4–5 	<ul style="list-style-type: none"> ■ Concept/Question Board ◆ Review Interviewing Skills ◆ Complete Inquiry Journal, pp. 12–13
DAY 4	<ul style="list-style-type: none"> ■ Independent reading ■ Complete Independent Practice for Literary Elements, p. 43E ■ Add words to Word Bank 	<ul style="list-style-type: none"> ■ Concept/Question Board ■ Complete Inquiry Journal, pp. 14–15
DAY 5	<ul style="list-style-type: none"> ■ Reading Roundtable ◆ Poetry Activities, pp. 47A–47B ◆ Social Studies Connection, p. 43F 	<ul style="list-style-type: none"> ◆ Continue work on investigation