**Figure 1.4 The Six-Step Planning Model for Differentiated Learning: Template**

<table>
<thead>
<tr>
<th>Planning for Differentiated Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. CORE STANDARDS:</strong> What should students know and be able to do?</td>
</tr>
<tr>
<td>Essential Questions:</td>
</tr>
<tr>
<td><strong>2. CONTENT:</strong> (concepts, vocabulary, facts)</td>
</tr>
</tbody>
</table>
| **3. ACTIVATE:** Focus Activity: Pre-assessment strategy | • Quiz, test  
• Surveys  
• K-W-L  
• Journals  
• Arm gauge  
• Give me  
• Brainstorm  
• Concept formation  
• Thumb it |
| Pre-assessment  
Prior knowledge  
& engaging the learners | |
| **4. ACQUIRE:** Total group or small groups | • Lecturette  
• Presentation  
• Demonstration  
• Jigsaw  
• Video  
• Field trip  
• Guest speaker  
• Text |
| **5. Grouping Decisions:** (TAPS, random, heterogeneous, homogeneous, interest, task, constructed) | • Learning centers  
• Projects  
• Contracts  
• Compact/Enrichment  
• Problem based  
• Inquiry  
• Research  
• Independent study |
| APPLY FORMative assessments  
ADJUST | |
| **6. Summative ASSESSMENT** | • Quiz, test  
• Performance  
• Products  
• Presentation  
• Demonstration  
• Log, journal  
• Checklist  
• Portfolio  
• Rubric  
• Metacognition |
| Diversity Honored (learning styles, multiple intelligences, personal interest, etc.) | |