



Differentiated Instruction Football Interest Survey

Directions: Please help me know what it is you are interested in learning. Answer each question honestly.

1. I would rather learn about (choose only one):

_____ A. famous football players

_____ B. the rules of football

_____ C. the history of football

2. I am more interested in (choose only one):

_____ A. how much money a football player makes

_____ B. what to do in certain situations in football

_____ C. the teams that have won the most super bowls

3. If I were to choose football as a career, I would choose to (choose only one):

_____ A. be a football player

_____ B. be a football coach

_____ C. be a football analyst

4. The most important factor to a football team's success is (choose only one):

_____ A. the players on the team

_____ B. the plays in the playbook

_____ C. the former success of the team

5. If I were to read a book about football, I would read (choose only one):

_____ A. a biography about a famous football player

_____ B. a book on the strategies of football

_____ C. a book about the history of the game of football



Differentiated Instruction
Football Readiness Quiz –continued–

8. Where does the quarterback have to be before the ball is passed?
- A. Behind the center
 - B. Behind the tailback
 - C. Behind the 1st down marker
 - D. Behind the line of scrimmage
9. What is the term for tackling the quarterback behind the line of scrimmage?
- A. A sack
 - B. A tackle
 - C. A fumble
 - D. A blitz
10. What happens when a defensive player interferes with the player trying to catch the ball in an NFL game?
- A. A penalty is called and the offensive team gets the ball where the penalty took place.
 - B. A penalty is called and the offensive team gets the ball 10 yards from the line of scrimmage with an automatic first down.
 - C. A penalty is called and the offensive team gets the ball 10 yards from where the penalty took place.
 - D. Nothing – that is considered good defense.
11. Your team is down by 2 points with 1:00 left in the game. You have the football on the other team's 25-yard line and it is 4th and 7. The best play to call would be:
- A. A pass to the end zone so that your team can score a touchdown and win by 5 points.
 - B. A run toward the middle of the field so you can get a first down, then go for a touchdown.
 - C. A quarterback sneak to try to get a first down so that the only person who will touch the football is the quarterback, and there will be less chance of a fumble.
 - D. A field goal attempt so that your team can win by 1 point.

Listen to the correct answers, and give yourself one point for each correct score.

Then, your facilitator will tell you which group to join.



Differentiated Instruction Learning Style Inventory

Directions: Read each statement below and circle whether the statement applies to you seldom, sometimes or often.

1. Can remember more about a subject through the lecture method with information, explanations and discussion.

Seldom (0) Sometimes (1) Often (2)

2. Prefer information to be presented the use of visual aids.

Seldom (0) Sometimes (1) Often (2)

3. Like to write things down or to take notes for visual review.

Seldom (0) Sometimes (1) Often (2)

4. Prefer to make posters, physical models, or actual practice activities in class.

Seldom (0) Sometimes (1) Often (2)

5. Require explanations of diagrams, graphs, or visual directions.

Seldom (0) Sometimes (1) Often (2)

6. Enjoy working with my hands or making things.

Seldom (0) Sometimes (1) Often (2)

7. Am skillful with and enjoy developing and making graphs and charts.

Seldom (0) Sometimes (1) Often (2)

8. Can tell if sounds match when presented with pairs of sounds.

Seldom (0) Sometimes (1) Often (2)

9. Remember best by writing things down several times.

Seldom (0) Sometimes (1) Often (2)



**Differentiated Instruction
Learning Style Inventory –continued–**

10. Can understand and follow directions on maps

Seldom (0)

Sometimes (1)

Often (2)

11. Do better at academic subjects by listening to lectures and tapes as opposed to reading a textbook.

Seldom (0)

Sometimes (1)

Often (2)

12. Play with coins or keys in pockets.

Seldom (0)

Sometimes (1)

Often (2)

13. Learn to spell better by repeating the words out loud than by writing the word on papers.

Seldom (0)

Sometimes (1)

Often (2)

14. Can better understand a news article by reading about it in the paper than by listening to the radio.

Seldom (0)

Sometimes (1)

Often (2)

15. Chew gum, smoke, or snack during studies.

Seldom (0)

Sometimes (1)

Often (2)

16. Feel the best way to remember is to picture it in your head.

Seldom (0)

Sometimes (1)

Often (2)

17. Learn spelling by tracing the letters with my fingers.

Seldom (0)

Sometimes (1)

Often (2)

18. Would rather listen to a good lecture or speech than read about the same material in a textbook.

Seldom (0)

Sometimes (1)

Often (2)



**Differentiated Instruction
Learning Style Inventory –continued–**

19. Am good at working and solving jigsaw puzzles and mazes.

Seldom (0)

Sometimes (1)

Often (2)

20. Play with objects in hands during learning period.

Seldom (0)

Sometimes (1)

Often (2)

21. Remember more by listening to the news on the radio rather than reading about it in the newspaper.

Seldom (0)

Sometimes (1)

Often (2)

22. Obtain information on an interesting subject by reading relevant materials.

Seldom (0)

Sometimes (1)

Often (2)

23. Feel very comfortable touching others, hugging, handshaking, etc.

Seldom (0)

Sometimes (1)

Often (2)

24. Follow oral directions better than written ones.

Seldom (0)

Sometimes (1)

Often (2)

A. Now add up the numbers for questions 1,5,8,11,13,18,21,24 and place the sum here: _____

B. Add up the numbers for questions 2,3,7,10,14,16,19,22 and place the sum here: _____

C. Next add up the numbers for questions 4,6,9,12,15,17,20,23 and place the sum here: _____

If your largest total is in group A, then you are an **Auditory** learner.

If your largest total is in group B, then you are a **Visual** learner.

If your largest total is in group C, then you are a **Tactile** learner.

Which type of learner are you? _____



Differentiated Instruction Learning Style Inventory –continued–

If you are an **AUDITORY** learner, you remember what you hear and you enjoy class discussions.

You also remember oral directions. For learning, you may wish to use tapes. Tape lectures to help you fill in the gaps in your notes. But do listen and take notes, reviewing notes frequently. Sit in the lecture hall or classroom where you can hear well. After you have read something, summarize it and recite it aloud.

If you are a **VISUAL** learner, you remember what you see, and you enjoy visual projects and presentations. For learning, be sure that you look at all study materials. Use charts, maps, filmstrips, notes and flashcards. Practice visualizing or picturing words/concepts in your head. Write out everything for frequent and quick visual review.

If you are a **TACTILE** learner, you remember what you experience with your hands or your body and you enjoy using tools or active lessons. You remember procedures after having done them. For learning, trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.



Differentiated Instruction Low Prep-High Prep Activities

Low Prep Differentiation	High Prep Differentiation
<ul style="list-style-type: none"> <input type="checkbox"/> Choices of books <input type="checkbox"/> Homework options <input type="checkbox"/> Use of reading buddies <input type="checkbox"/> Varied journal prompts <input type="checkbox"/> Orbitals <input type="checkbox"/> Varied pacing with anchor options <input type="checkbox"/> Student-teacher goal setting <input type="checkbox"/> Work alone/together <input type="checkbox"/> Whole-to-part and part-to whole explanations <input type="checkbox"/> Flexible seating <input type="checkbox"/> Varied computer programs <input type="checkbox"/> Design-A-Day <input type="checkbox"/> Varied supplementary materials <input type="checkbox"/> Options for varied modes of expression <input type="checkbox"/> Varying scaffolding on same organizer <input type="checkbox"/> Let's Make a Deal projects <input type="checkbox"/> Computer mentors <input type="checkbox"/> Think-Pair-Share by readiness, interest, learning profile <input type="checkbox"/> Use of collaboration, independence, and cooperation <input type="checkbox"/> Open-ended activities <input type="checkbox"/> Miniworkshops to reteach or extend skills <input type="checkbox"/> Jigsaw <input type="checkbox"/> Negotiated Criteria <input type="checkbox"/> Explorations by interest <input type="checkbox"/> Games to practice mastery of information and skill <input type="checkbox"/> Multiple levels of questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Tiered activities and labs <input type="checkbox"/> Tiered products <input type="checkbox"/> Independent studies <input type="checkbox"/> Multiple texts <input type="checkbox"/> Alternative assessments <input type="checkbox"/> Learning contracts <input type="checkbox"/> 4-MAT <input type="checkbox"/> Multiple-Intelligence options <input type="checkbox"/> Compacting <input type="checkbox"/> Spelling by readiness <input type="checkbox"/> Entry Points <input type="checkbox"/> Varying organizers <input type="checkbox"/> Lectures coupled with graphic organizers <input type="checkbox"/> Community mentorships <input type="checkbox"/> Interest groups <input type="checkbox"/> Tiered centers <input type="checkbox"/> Interest centers <input type="checkbox"/> Personal agendas <input type="checkbox"/> Literature Circles <input type="checkbox"/> Stations <input type="checkbox"/> Complex Instruction <input type="checkbox"/> Group Investigation <input type="checkbox"/> Tape-recorded materials <input type="checkbox"/> Teams, Games, and Tournaments <input type="checkbox"/> Choice Boards <input type="checkbox"/> Think-Tac-Toe <input type="checkbox"/> Simulations <input type="checkbox"/> Problem-Based Learning <input type="checkbox"/> Graduated rubrics <input type="checkbox"/> Flexible reading formats <input type="checkbox"/> Student-centered writing formats



Differentiated Instruction What It Is and Isn't

Directions: Read the following statements. Decide which statements describe what Differentiated Instruction **IS** and what Differentiated Instruction **ISN'T**. Sort the statements by the numbers next to them and place the numbers in the chart below.

1. Involves flexible grouping, where students are grouped for a short time according to purpose.
2. Provides students with more time to learn the concept without changing the instructional strategy.
3. Involves grouping according to ability.
4. Teaches the same content to students, but varies in the delivery of instruction.
5. Allows the teacher to assess only when the student has mastered a given skill or concept.
6. Places challenging goals that may seem to be out of reach for the learner.
7. Believes that rote memorization is essential for students to learn pre-requisite skills.
8. Requires the teacher to assess continually, and to study the results of those assessments to guide instruction.
9. Holds to the premise that failing is not an option.
10. Students seldom know the academic goal, and rarely keep track of their own progress toward that goal.

What It Is	What It Isn't