

|                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>19 Paired Student Practice</b></p> <p>Students work in pairs on a written task to complete, which requires them to practise a skill demonstrated by the teacher. For example doing calculations, punctuating a sentence etc.</p>                                                                                                                | <p><b>20 Pair Checking</b></p> <p>Students check each other's work. For example check each other's calculations, punctuation etc after this work has been done individually.</p>                                                                                                                                               |
| <p><b>21 Case Studies</b></p> <p>Students are given a case study with graded questions. E.g. Business Studies students, after studying marketing, are given the marketing strategy of a small hotel and are asked questions about it. Both mastery and developmental questions are included.</p>                                                      | <p><b>22 Visits or visitors</b></p> <p>Students have appropriate visits or visitors, perhaps arranging aspects of the visit themselves.</p>                                                                                                                                                                                    |
| <p><b>23 Explaining Tasks</b></p> <p><i>Maths/science:</i> Students study worked examples and then explain the 'how' and the 'why' of the method to each other.</p> <p><i>Other subjects:</i> students explain the key points of a lesson to each other at the end of that lesson.</p> <p>In both cases the teacher then gives model explanation.</p> | <p><b>24 Researching</b></p> <p>Students are given a topic to research using books, internet, CD Rom etc. Students may be given references or asked to find the material for themselves.</p> <p>Students' understanding is then checked with a short test</p>                                                                  |
| <p><b>25 Student Presentation</b></p> <p>Students are given a topic to explain to the class. They may work alone or in a small group to prepare, plan and deliver the presentation. Materials and plans are checked by the teacher before the presentation.</p>                                                                                       | <p><b>26 Guided Discovery</b></p> <p>Students are given a question or task to reason out for themselves. E.g. 'How should business meetings be run for maximum effectiveness?' Students present their answer. The teacher comments on these, confirms good answers, and adds what students have missed by explaining this.</p> |

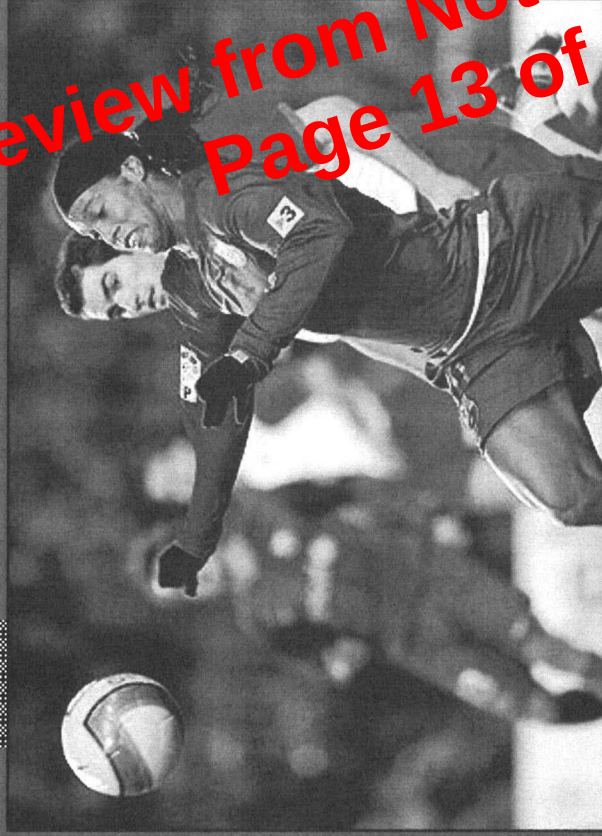
# Differentiation

There are more than one  
reason why we should

differentiate, there are a few

Preview from [Notesale.co.uk](http://Notesale.co.uk)  
page 9 of 26

# Ways of differentiation



# interest

preview from Notesale.co.uk  
Page 13 of 26

**Preview from Notesale.co.uk**  
**Page 14 of 26**