

Differentiated Instruction - Example Scenarios

Scenario 1: A Listening Activity with Different Levels (Grade 1-3)

You are playing a short story or dialogue for your students to practice **listening comprehension**. Some students easily understand the main ideas, while others struggle to follow along, especially when there are new words or fast speech.

Questions:

- How could you support students who find listening difficult?
- What could you do **before, during, or after** listening to help comprehension?
- How could you check understanding without making struggling students feel embarrassed?
- What could fast finishers do while others are still processing the audio?

Scenario 2: Encouraging Speaking in a Shy Student (Grade 2-5)

You have a student who understands English well but is very shy and rarely speaks in class. During speaking activities, they avoid answering questions or only give very short responses.

Questions:

- What strategies could you use to make the student feel more comfortable speaking?
- How could you modify speaking activities to include **non-verbal or low-pressure** options?
- What kinds of partner or group activities might encourage them to participate?
- How can you celebrate small successes to build their confidence?

Scenario 3: Vocabulary Lesson with Different Learning Preferences (Grade 1-4)

You are teaching a set of new vocabulary words related to **food**. Some students love writing and copying words, while others prefer hands-on activities like drawing, acting, or playing games.

Questions:

- How could you introduce the new words in multiple ways to help all students?
- What **visuals, actions, or real-world examples** could make the words more meaningful?
- How could students practice the words in a way that matches their preferences?
- What games or interactive activities could help reinforce vocabulary learning?

Scenario 4: A Mixed-Ability Speaking Activity (Grade 1-5)

You are having students work in pairs to practice **asking and answering questions** about their daily routines. Some students can easily form sentences, while others struggle to put words together.

Questions:

- How could you support students who struggle to form sentences?
- What sentence frames or prompts could you provide to guide them?
- How might you pair students to ensure both feel comfortable and supported?
- What **alternative speaking tasks** could students do if they are not ready for full sentences?

Scenario 5: Different Engagement Levels in an English Storytime (Kindergarten-Grade 2)

You are reading a **picture book aloud** to the class. Some students listen attentively and react to the story, while others quickly lose focus, fidget, or start talking to their friends.

Questions:

- What could you do **before** reading to help students engage with the story?
- How could you make the story more interactive while reading?
- What post-reading activities could help different students **process and respond** to the story in their own way?
- How could movement, drawing, or role-play help with comprehension?

Scenario 1: A Listening Activity with Different Levels

Example Answers:

- **Before listening**, I would pre-teach key vocabulary using pictures and gestures so students recognize important words.
- **During listening**, I could provide a worksheet with **different levels** of support—some students might fill in missing words, while others answer comprehension questions.
- **After listening**, I would let students retell the story in their own words, using pictures or acting it out to check comprehension in different ways.
- For fast finishers, I would give an **extra challenge**, such as writing a summary or drawing a comic strip of the story.

Scenario 2: Encouraging Speaking in a Shy Student

Example Answers:

- I would start with **low-pressure speaking activities**, such as letting the student whisper their answer to a partner or use a puppet to "speak" for them.
- I could use **think-pair-share**, so they talk to a partner first before speaking in front of the class.
- For group activities, I'd let them **choose their role**—maybe they hold a sign or act out something while others do more talking.
- I'd **praise small successes**, even if they only say one word, to build confidence.

Scenario 3: Vocabulary Lesson with Different Learning Preferences

Example Answers:

- I would introduce the words through **multiple senses**—showing real food, using flashcards, acting out words, and letting students draw.
- I could set up **learning stations** where students choose how to practice:
 - **Writing station:** Copying and making sentences.
 - **Drawing station:** Drawing and labeling foods.
 - **Game station:** Matching pictures to words.
 - **Speaking station:** Playing a guessing game like "I'm thinking of a fruit that is yellow...".
- To reinforce learning, students could make a **mini-menu** or play a shopping role-play game.

Scenario 4: A Mixed-Ability Speaking Activity

Example Answers:

- I would give students **sentence frames** (e.g., "I wake up at ___ o'clock.") so lower-level students have support.
- I would provide **picture cards** so students who struggle with words can point or arrange them in order before speaking.
- Pairing students **strategically**—stronger students can model first, and weaker students can repeat or answer simpler questions.
- For students who need a challenge, I would have them **add details** (e.g., "I wake up at 7 a.m. and eat cereal for breakfast.").

Scenario 5: Different Engagement Levels in an English Storytime

Example Answers:

- **Before reading**, I would show the cover and ask prediction questions to get students curious.
- **During reading**, I'd **act out** parts of the story, use different voices, and ask interactive questions like "What do you think happens next?"
- If some students lose focus, I'd have them do **mini-actions** (e.g., stand up when they hear a certain word, or act out emotions in the story).
- **After reading**, students could choose their response:
 - Act out a part of the story.
 - Draw their favorite scene.
 - Retell the story to a partner.