

Differentiated Activity Worksheets (page 1 of 3)

Different Paths to the Same Point

Match each type of differentiation with its definition.

Differentiation by product		Students are working with the same content, creating the same product and/or following the same process, but the sophistication of the language required of the students to negotiate the activity varies; it impacts both input and output.
Differentiation by process		Students are following the same process, using the same type of language, focusing on the same type of content, but they're creating a different type of product.
Differentiation by content		Students are focusing on the same content, using the same type of language, creating the same product, but the steps the students follow to complete the task vary.
Differentiation by linguistic complexity		Students are creating the same product, following the same steps to complete the tasks, using the same type of language, but the content they're focusing on varies.

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Below, you see the definitions of the different types written in the form of True/False statements. **Decide** if the correct descriptor (in bold) has been used. Put a “T” on the line if the descriptor supports the definition. If it is not the correct descriptor, but an “F” on the blank, and change the descriptor to make it “true.”

_____ 1. **Content** differentiation refers to instances when students are working with the same content, creating the same product and/or following the same process, but the sophistication of the language required of the students to negotiate the activity varies; it impacts both input and output.

_____ 2. **Linguistic Complexity** differentiation refers to times when students are following the same process, using the same type of language, focusing on the same type of content, but they’re creating a different type of product.

_____ 3. **Process** differentiation occurs when students are focusing on the same content, using the same type of language, creating the same product, but following different steps to complete the task.

_____ 4. **Product** differentiation occurs when students are creating the same product, following the same steps to complete the tasks, using the same type of language, but the content they’re focusing on varies.

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Insert the correct term into each blank in the statements below.

Linguistic Complexity	Process
Challenge	Product

1. When you differentiate an activity by _____, students are working with the same content, creating the same product and/or following the same process, but the sophistication of the language required of the students to negotiate the activity varies; it impacts both input and output.

2. When you differentiate an activity by _____, students are following the same process, using the same type of language, focusing on the same type of content, but they're creating a different type of product.

3. When you differentiate an activity by _____, students are focusing on the same content, using the same type of language, creating the same product, but following different steps to complete the task.

4. When you differentiate an activity by _____, students are creating the same product, following the same steps to complete the tasks, using the same type of language, but the content they're focusing on varies.