

# STUDY GUIDE

CHAPTER 2 (pages 27–48)

## Differentiating Instruction During the Three Phases of Learning

### PRE-READING:

- Write a journal entry: Reflect on how you presently **introduce** a new topic or concept to your students. What types of learning activities do you have students **engage in during** the unit? When you **have completed** the topic, what do you have students do to reflect on or assess their learning?

### DURING-READING:

- Place sticky notes on strategies you want to try and ideas you want to remember.  
 List three new ideas you would like to try during each of the following phases of learning:

*Before-learning:*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*During-learning:*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Post-learning:*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Think of the students in your room who might enjoy creating an Artifact Box. Which needs might this activity address?

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- Describe one or two ways you might adapt the Artifact Box activity for your students and curriculum:

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