Entry Points – Differentiated Instruction Strategies – Michelle Smith

> **You learn at your best when you have something you care about and can get pleasure in being engaged in. – Howard Gardner**

What are Entry Points? Entry Points is a differentiated strategy that provides a variety of avenues or task for students to explore a topic or unit of study. Entry Points can be used with any age, topic or subject. This strategy is intended to be an introduction to a topic or unit of study. Every Entry Point category does not have to be included in all units; however, striving to include all Entry Points will provide a greater chance to hook all learners into the unit of study and provide more differentiated instructional opportunities. Entry Points are an excellent instructional strategy for meeting the needs of all learning styles and diverse learners.

Why Entry Points?

Entry Points provide learning experiences that are more engaging, motivating, and based on the student's primary interest or learning style. Specifically, Entry Points are a strategy to motivate learning for all students especially the diverse learner.

** Remembering the major purpose of the Entry Points is to hook the student interest, not all task will lead to mastery or understanding level; however, having students share their products or findings will provide exposure to a variety of entry points and perspectives on the topic or unity

** Most Entry Point activities are for entry into a topic of study; however, some task or activities may be appropriate for interest centers or long-term projects.

The teacher organizing, planning and providing the choices for the Entry Points; however, realizing that Entry Points can be student generated.

Resources

https://dilangley.wikispaces.com/file/view/bENTRY+POINTS+2009+sec.pdf (The Five Entry Points of Howard Gardner)

http://lrt.ednet.ns.ca/PD/math7support/binder_resources/05_creating_effective_environment_DI.pdf (middle grades math example)

https://eleducation.org/resources/helping-all-learners-entry-points (Helping all learners using entry points)

https://www.wideworld.pz.harvard.edu/

https://sites.google.com/a/nycempowerment.org/implementing-effective-differentiated-instruction/resources---strategies (link to many sites)
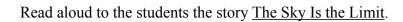
Experts in the field: Gardner and Tomlinson

The Five Entry Points

- **Narrational Entry Point:** using story or narrative (examples: sequence of events, story behind the story, reading or telling a story)

- **Logical:** using numbers or deductive/ scientific approaches (examples: rhythm, logic, plot, cause/effect)

- **Foundational:** examining the philosophy and vocabulary (examples: big questions, death, philosophy, meaning)

- **Aesthetic:** focusing on the sensory features (examples: color, line, expression, poem)

- **Experiential:** using a hands-on-approach (example: manipulating, setting to music, produce play)

Entry Points Planner and Sample Lesson

Using the book <u>The Sky Is the Limit</u> by Kim Ichter Eldredge and Toni Friddell Jordan

Read aloud to the students the story <u>The Sky Is the Limit</u>.

Narrational	- Students will use the class set to re-read the story. - Students will write about their favorite part of the story. - Students will write a letter to the author or illustrator.
Logical	- Students will use a graphic organizer to list the different professions found in the book and list the jobs for that profession - Students will reflect of the author's purpose - Students will research using the book and website www.Ickfridbooks.com to find out information about the author and illustrator
Foundational	- Students will read individually, in pairs, or in a small grouping the opening of the book and illustrator / write / or prepare a discussion about their feelings about the author's intent to convey a message using the story <u>The Sky is the Limit.</u> - Students will look for new vocabulary in the story and examine the meaning of the unknown words or new vocabulary.
Aesthetic	- Students will focus on the illustrations in the book. - Students will express their feelings about their favorite illustration in a creative / individual way.
Experiential	Students will retell the story or the theme of the story by using art, story telling, story box, or display.