

**Figure 15.4: Template for Planning Differentiated Lessons
Aligned to Cognitive Processing Styles**

	Structure and Certainty (Let Me Know What to Do)	Vision and Interpretation (Let Me Follow My Own Lead)
Traits of This Cognitive Processing Style	At their best, these students seek clarity on what is to be learned and the best way to learn it. Their motivation may be efficiency (“Let’s not waste time guessing if there’s a good way to do it”), a desire to please adults, or a healthy love of getting the right answer.	At their best, these students seek to answer their own questions, use their imaginations, and express what they have learned. Their motivation may be curiosity, a desire to solve a problem, or a desire to follow up on connections, imaginings, and hunches their brains create.
Favorite Doable Differentiation Strategies for This Style		
Notes		
	Experience and Movement (Let Me Do Something)	Question and Connection (Let Me Lead as I Learn)
Traits of This Cognitive Processing Style	At their best, these students use acute observations of the real world to solve problems. They think by touching, manipulating, and experimenting, often through purposeful trial and error. Their motivations involve making, solving, or fixing things, often to help others one on one.	At their best, these students move quickly from what is taught to what could be. They think by collaborating, discussing, or debating to generate ideas or plans that get others excited. Their motivations include influencing others and using theoretical or imaginative approaches to create new ideas.
Favorite Doable Differentiation Strategies for This Style		
Notes		