



GET  
LATE

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Issue: Time Management (Late Comers)

# Differentiated Instructions

Differentiated instructions can be categorized into three;

- a. Content
- b. Process
- c. Product

We chose to focus on **differentiated instructions by content.**



# Get Started with Differentiated Instruction



Peregoy and Boyle (2013) suggest to use Sheltered Instruction or Special Designed Academic Instruction in English (SDAIE). This content-based approach “uses the target language for instruction, with special modifications to ensure students comprehension and learning.”

Peregoy and Boyle (2013). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners*. 6th Ed. Pearson College Division.

METHOD: PROVIDE A SPECIAL BOOKLET FOR LATE COMERS

# GET LATE



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# STRENGTHS

When students are given more options on how they can learn materials, they take more on responsibility for their own learning.

Late comers or no, everyone still get the same teaching input from teacher.



This method is flexible; single, pairs, or in groups.

Lesson can be carried out smoothly.

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# WEAKNESSES

DI requires more work during lesson planning.

Late comers will be asking a lot of questions >>>> distraction to others.

Students must have previous knowledge about the future lesson.

Teacher must expect some students will come late to the class or else.

# PROCEDURE OF GET LATE





START

Teacher enters the class as usual.

Latecomers are given a special booklet.

Teacher explains about the booklet to the latecomers.

Teacher identifies the number of students that are missing.

Latecomers sit in a group, not mix with the others.

Teacher emphasizes on they can only ask a limited number of questions during the time given.

Teacher starts the lesson as planned.

Teacher pauses the lesson when the latecomers enter the class.

Latecomers have different goals for the activities and the penalties.

FINISH

PROCEDURE



THANK YOU