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Differentiated Lesson Planning

Before you begin your lesson planning, read through the Teaching by Reaching section and at least one of the sample lessons. The Environment and Materials section (pages 13–18) will spark creative ways to meet state standards and the remaining sections—Reaching Each Star (pages 19–26), Process and Practice (pages 27–31), and Products That Assess (pages 32–48)—will help you better understand how to differentiate instruction in your classroom. Then, use the reproducibles on pages 9–10 to plan out a differentiated lesson. Copy the reproducibles back-to-back.

► Lesson Plan Outline

The differentiated lesson plan is broken down into the following 7 sections:

- 1. Objectives:** Write any state or national objectives you plan to meet through the lesson as well as any additional needs you see in your children that you wish to address.
- 2. Highlighted Content/Highlighted Skills:** List any vocabulary words, key concepts, or target skills you want to cover. This is not a comprehensive list but rather a place where you can list vocabulary or concepts that you want to include in your presentation since they appear or are reinforced in class reading later in the day.
- 3. Grouping:** Decide on a method of grouping for the process activities and list the names of the children for each group. For more groups with fewer members, divide the columns in half. If the lesson or activity is a long-term project, you can also have children name their groups and list the names here.
- 4. Engaging All Learners:** List early assessment ideas to determine at what level children are approaching the lesson (e.g., introductory). Include an activity to help children access prior knowledge or build background information.
- 5. Presentation:** Decide how you want to present the new content and/or information. List necessary materials and an outline for this section of the lesson.



6. Process: Provide an opportunity for children to practice or have a variety of experiences with the new information.


7. Product: This is your assessment. Choose an assessment, or invite children to choose one from a specific number of outcomes to demonstrate learning.

For each of areas 5 through 7, provide experiences and questions that address more than one learning style and cognitive level. For more information on learning styles and cognitive questioning strategies, see pages 20–24.

Lesson Plan

Lesson Title: <i>Sorting</i>		
1. Objectives Children will identify an attribute and sort objects by that attribute. Children will use color and solids vocabulary appropriately.		
2. Highlighted Content -color names -food groups -solids: cylinder, cone, box		Highlighted Skills -bar graph -T-graph -tally mark
3. Grouping	Alphonso Kara Nate Jasmine	Nora Ben Milo Almar Tho
Henry Aron Lish Oscar Katy		

Lesson Plan

4. Engaging All Learners -Check vocabulary sort from yesterday—anyone struggling with the 2-column chart? 1. Have children name food items -use whole-class echo on food names to support ELK students 2. Post food items to students 3. Record observations and descriptive vocabulary			
5. Presentation 1. Identify color and taste as possible alternative attributes. 2. Have class sort food:			
Fruits	Vegetables	Breads and Cereals	Meat and Eggs
grapes apples	green beans corn on the cob	slice of bread spaghetti flour	bacon fried egg turkey slices
6. Process			
1. Sort linking cubes by color. Scaffold with printed bar graph.	2. Children identify an attribute, sort, and record on T-chart.	3. Same as 2, but use materials and tally chart.	4. Match object to a solid shape and record in graph.
7. Product			
1. Classroom objects shape sort		2. Sort pattern blocks by attribute	3. Identify a number as odd or even and record on T-chart



Oral Reading Record

Name _____ Teacher _____

Book Selected By _____ Date _____

Book Title _____

check all
that apply

Reading Strategies Observed

- _____ Skips unknown word and reads on
- _____ Starts over and reads whole sentence
- _____ Uses phonics knowledge as a clue (sounds out part or all of word)
- _____ Uses picture as a clue
- _____ Guesses what the word might be
- _____ Stops reading, won't go on
- _____ Stops but asks for help

Miscues

- _____ Skips words
- _____ Inserts words
- _____ Self-corrects miscues so text makes sense
- _____ Says incorrect word but keeps intended meaning (says *dog* for *puppy*)
- _____ Substitutes phonetically similar words (replaces *this* with *that*)

Comprehension

- _____ Reads with expression
- _____ Identifies main character, setting, and story problem
- _____ Retells the story

