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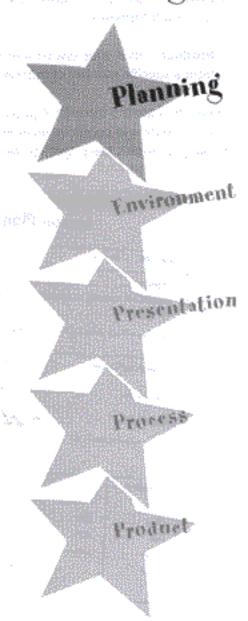
Differentiated Lesson Planning

efore 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

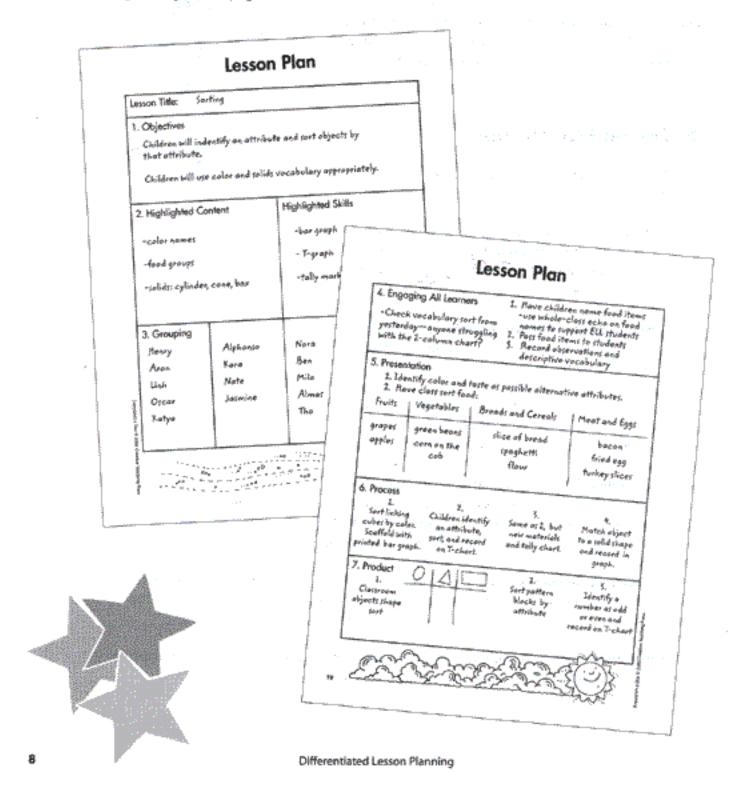
The differentiated lesson plan is broken down into the following 7 sections:

- 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.
- 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.



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



Oral Reading Record

ok Selected	By Date
ook 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

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