

Sarah Robinson
Professor Hill
INT-381-01
November 5, 2014

Differentiated Lesson Plan: Whole Class

Elementary

Teacher Candidate: Sarah Robinson

Date: November

5, 2014

School: Colorado Christian University

Subject/Topic: Social Studies

Grade Level:

5th Grade

PLANNING

1. Teacher Performance Standard(s)
 - a. 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
2. Learning Objective(s)
 - a. The fifth grade students will be able to identify a self-selected, identifying characteristic for each of the 50 United States and present their findings to the class in the format of a brochure; a timeline; an original play, poem, or song; a set of postcards or letters; an interview; or a poster, with 80% accuracy.
4. Differentiation
 - a. Modifications (IEP, ILP, ELL, ALP, 504, etc.): Hayden, a fifth grade student, has illegible writing, an interest in cooking, and learns best through kinesthetic methods.
 - b. At least one of the options for product, provided above, does not require handwriting. This will allow Hayden to choose an option that appeals to one of his greater strengths, and communicate clearly with the class what his research resulted in. Also, there are plenty of options that appeal to his strong kinesthetic method of learning. If Hayden requires notes for his presentation, computer will be provided, and he will be allowed to type up his notes for the assignment. Also, given the openness of the necessary identifying characteristics, Hayden may choose to incorporate his interest in cooking into this assignment. [His particular assignment could be one that focuses on the different foods and techniques of making food that the various states utilize, involving dishes that he researched and created himself while demonstrating some of the unique techniques the states utilize. Hayden's report will be about how various meals are made and what kinds of foods are most popular in each state. This means that he will be allowed to prepare some of the key foods he researched (representing the various regions of the United States), bring them in for the class, and bring in the necessary tools for demonstrating some of the processes used in other states. Hayden is expected to have a good variety of food that accurately represents the regions of the United States, as well as a small report that more clearly details a certain food relative to each state in the United States.]
5. Assessment
 - a. Pre-Assessment: Hayden should be able to produce a list of foods that accurately represent each of the 50 states in the United States of America, without repeating any, while also demonstrating a few of the various cooking techniques and meals relative to a certain region.

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6. Methodology (research-based techniques and strategies)
 - a. The objective is best met by utilizing an individualized/independent project
 - b. The objective is best met by using a hands-on activity
 - c. The objective is best met by giving a demonstration and displaying a final project

7. Materials and Resources Needed
 - a. Computer lab
 - b. Books (Library resources)
 - c. Clear space in the classroom for the demonstration (as well as time)

INSTRUCTION

8. Introduction
 - a. “Who thinks they could tell me one fact about every single state in America?”
9. Instructional Input
 - a. The students will have the objective laid out very clearly for them
 - b. The students will have selected various topics to discover about each state
 - c. The teacher will make all resources (internet via the computer lab and books via the library) available for independent student research.
 - d. The student will be responsible for compiling an organized list of 50 different foods that represent the 50 different states.
 - e. The student will then give a presentation that highlights various techniques and meals that seemed to thrive in each particular region of the United States.
10. Guided Practice
 - a. I will give the students ideas of topics they could study among the states; I will provide some example lessons; and I will be there to show them how to keep track of the information they gather.
11. Independent Practice
 - a. The student will be expected to do his own research; the student will be responsible for giving a presentation that he developed independently; and the student will be expected to assemble a list of each state’s distinct attribute.
12. Closure
 - a. “Turn to the person beside you and tell them characteristics that you learned about five of the states.”

ANALYSIS/REFLECTION

I loved that I could tailor this lesson to one particular student, Hayden, and his most noticeable traits. I learned how to differentiate content, while the entire class still gets to the same objective. I believe that a differentiated lesson plan would empower various students and allow them to express and develop their strengths as they work in the classroom. Overall, I would just like to continue practicing this technique and developing different strategies for differentiated lesson planning. I would like to study various reasons for cause of differentiation, as well as their solutions. During this lesson plan, the Objective was the most interesting part of the assignment for me, and what I gave the most thought to, out of all the aspects in this lesson plan. I liked that it needed to be broad enough to encompass the whole class, and any differentiation that would be addressed later; while also, needing to contain enough structure to keep it as an objective that would be found in the curriculum that could meet various academic standards.