

Differentiated Lesson Plan

(Adapted: Causton-Theoharis & Theoharis 2008)

Student Teacher Name: Jenna Fettig

Date: 10/19

School:

Wheeler Middle

Grade Level: 7

SECTION I – THE STUDENTS

A. Describe Your Class:

There are approximately 28 students. All of our students come from military families and live on base here at Schofield or Wheeler.

B. Subject or Discipline(s):

This is English language arts.

C. Central Theme, Concept, Problem, or Unit:

How do culture, time, and place influence the development of identity?

D. Staff

Myself and my team teacher Todd Ozawa (Gen Ed ELA/SS teacher) will be present for this lesson.

E. Duration

The lesson will take approximately 1 hour.

F. Student Background Knowledge

Students spent last quarter working on understanding different cultures and explored identity through social studies last quarter.

G. Background of the Lesson

Students will have little background knowledge on Lyddie. It is about hard working conditions for children during that time period. Students will read and analyze the text in order to understand the perspective of the main character Lyddie.

F. Target Student/s:

student 1, ELL

- 1) Like/dislikes: listening to engaging class conversation
- 2) Intelligences/Strengths: narrative/free writing, annotating
- 3) Communication: can be limited, however likes to talk one on one
- 4) Behavior: always on task, no behavior issues
- 5) Academic performance: A student
- 6) Subject specific performance : performs well in ELA
- 7) Social Information : will only engage in conversation with teacher
- 8) Concerns: socialization
- 9) Other pertinent information: none

student 2: ADHD

- 1) Like/dislikes: to draw or create and listen to text rather than read or write
- 2) Intelligences/Strengths: when engaged can produce quality work
- 3) Communication: easy to communicate with one on one
- 4) Behavior: usually all positive, can become defiant when being asked to read
- 5) Academic performance: A-B student
- 6) Subject specific performance : ELA is an area of concern due to the amount of reading and writing
- 7) Social Information: very social, has many friends in class
- 8) Concerns: not becoming aggressive when being asked to work
- 9) Other pertinent information.: none

student 3: On spectrum

- 1) Like/dislikes: routine, things laid out, video game time in exchange for being on task
- 2) Intelligences/Strengths: very good at analyzing things mentally, can produce quality work
- 3) Communication: communication is difficult, however non verbal cues are often used and work well
- 4) Behavior: no behavior concerns
- 5) Academic performance: when he produces work it is beyond expectations, however tends to not complete work. C-D student
- 6) Subject specific performance: ELA is difficult because the amount of writing work
- 7) Social Information: student has one friend in class does not enjoy group or partner work with other students
- 8) Concerns: helping student to complete more work and engage in social contact while working with other students
- 9) Other pertinent information.: none

SECTION II – LESSON CONTENT

A. Lesson Standards

- I can cite several pieces of text-based evidence to support my analysis of a literary text. **(RL7.1)**
- I can analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **(RL7.3)**

B. Lesson Goal

By the end of this lesson students will be able to engage in discussions about grade level topics, cite evidence, analyze development of literary characters.

C. Content Differentiation

For those students who are more advanced or are able to work more quickly I can challenge them by asking them to make real world connections to the reading and topics we covered in class.

D. Whole-Class, Multi-Level Objectives

Write the whole class objective using the condition-performance-criteria format.

What every student should learn and do? Analyze a text, cite evidence, identify character traits

What most students will learn and do? Analyze a text and identify character traits

What a few students will learn and do? Analyze and make real like connections between the character and themselves.

E. Student Specific Objectives:

For specific students (for example student 2 & 3) packet completion is the goal. For this student goal, students will complete 75% of lesson that day in packet with prompting.

F. Definitions of Targeted Terms:

Garment

Comrade

SECTION III- LESSON PRODUCT

A. Product Differentiation

For this lesson there is unfortunately little differentiation, however I give certain students the option to have a discussion about the questions or topics rather than writing.

B. Authentic Assessment

- *As the lesson progresses I will be checking on their anchor charts, as well as checking for target word understanding*

SECTION IV- LESSON PROCESS

A. Process Differentiation

For this lesson I can work with students one on one or in small groups depending on their engagement that day.

B. Lesson Formats

- *Students will answer questions out loud when prompted. Students will also work with partners.*

C. Student Arrangement

- *Students will be paired with the students they are sitting next to.*

D. General Teaching Strategies

This lesson will mostly be independent work. With some teacher/partner input.

E. Student Specific Teaching Strategies:

- *Repetition, verbal instructions, repeating instruction, chunking, partner work, modified packets*

F. Systems of Support and Supervision

-We will be co-teaching, tag-team teaching, providing support to students where/when needed.

- There are students who will require more support, some may be able to get that support through other students sitting next to them. To ensure student success I have created buddies, these buddies are students who are academically high performing and assist other students when help is needed. There is one particular student who requires a good amount of prompting and reminders. My hope is that this prompting and assistance will be faded over time,.

SECTION V- DIFFERENTIATED LESSON OUTLINE

A. Lesson Objective(s):

- I can cite several pieces of text-based evidence to support my analysis of a literary text. **(RL7.1)**
- I can analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **(RL7.3)**

B. Behavioral Considerations

I will have students partnered strategically to provide encouragement and help one another. I will support positive behaviors such as being on task or being engaged with praise. Negative or challenging behaviors I will provide the student with reminders or have a conversation with them depending on the behavior.

C. Materials and Assistive Technologies

Materials needed will be the Lyddie book, their current ELA packet, pen/or pencil. The kids on my roster have a modified packet.

Clock time	Sequence of Steps: <i>Write in detail each step that will occur during your lesson.</i>	Adaptations: <i>Write any specific adaptations that are needed for the corresponding step of the lesson.</i>
1:13- 1:20	Introduction Do now, review do now, introduce I Can statements	My students have modified packets in which certain words have definitions, certain notes are already included, and the text is made shorter for some students.
1:20- 2:25	-Student will first read and analyze chapters 3-5 in Lyddie while filling in their anchor charts	
2:25-2:30ish remaining time	Closure <i>Students will share one thing they learned on the whiteboard.</i>	

classroom clean up		
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SECTION VI-RESOURCES

Unit 1 Lesson 3

Learning Targets:

- I can analyze the interaction of literary elements of a story or drama. (RL.7.3)
- I can cite several pieces of textbased evidence to support an analysis of literary text. (RL.7.1)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)
- I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

Do Now: (1) Place a box around the context clues that may help you find the meaning of the vocabulary word. (2) Then use the space below to define it.

Vocabulary word: Garment

(1) You should wear formal **garments** to special occasions like weddings. Some people prefer to wear long dresses or fancy suits. I prefer to wear the one that is most comfortable.

(2) Definition of **garment** in your own words:

Vocabulary word: Comrade

(1) My best friend and I are comrades in everything that we do. We always help each other and look out for each other.

(2) Define the word **comrade** in your own words:

Reader's Notes - Lyddie

Fill in the columns after you read the chapter.

Chapter	Setting	Characters	Plot: What more have we learned about Lyddie's story?
3			

(1) How does Lyddie feel about Charlie? (2) Why is he important to her identity (character)?

Reader's Notes - Lyddie

Fill in the columns after you read the chapter.

Chapter	Setting	Characters	Plot: What more have we learned about Lyddie's story?
4			

(1) Describe Tryphena's character. (2) How is she different from Lyddie?

Reader's Notes - Lyddie

Fill in the columns after you read the chapter.

Chapter	Setting	Characters	Plot: What more have we learned about Lyddie's story?
5			

(1) Why does Lyddie react so abrasively to Charlie's host family?

SUMMARY TIME

(1) Draw a picture of a garment:

(2) What is a synonym for comrade?

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Do Now

1

Place a box around the context clues that may help you find the meaning of the vocabulary word.

2

Then use the space below to define the vocabulary word.

I can



- Analyze the interaction of literary elements of a story or drama. (RL.7.3)
- Cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)
- Use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)
- Effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

Read Chapter 3

Fill in the reader's notes in your packet.
Make sure to complete all components of the chart.



25

Read Chapter 4

Fill in the reader's notes in your packet.
Make sure to complete all components of the chart.



26

Read Chapter 5

Fill in the reader's notes in your packet. Make sure to complete all components of the chart.



27

Summary Time

1

Draw a picture of a **garment**



2

What is a synonym for the word **comrade**?



SECTION VII-REFLECTION

Overall, I believe this lesson went well. In the future it would be more ideal for the students to not spend a large majority of the class reading. I felt pressed for time and did not get as much discussion as we could about each chapter. I do think I could have helped visualize some of the words in the text for them as well, for instance “hearth”. They were probably not aware what a hearth was. it would be interesting to look into other ways to read together or individually, but due to the complexity of this text, I believe it’s best to listen to an audio version.