

Differentiating Lessons for Diverse Learners Template

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After examining the sample literacy lesson plan and re-evaluating the needs of the 8 case study students, explain how you will differentiate your instruction for each student.

Note: For a proficient score, you must list differentiation in one of the listed areas (process, product, content, learning environment) for each student. For an outstanding score you must list differentiation in more than one of the listed areas (process, product, content, learning environment) for each student.

Grouping strategies to help with academic, SEL, behavior issues were discussed previously in Module 5 Unit 3 Activity 3

The students will follow the same objectives even with the differentiated Process, product, content, environment:

- Students will understand the concept of character development in a novel.
- Students will analyze and interpret how characters change over the course of a story.
- Students will use evidence from the text (or other material) to support their analyses.

Created worksheet (from sample literacy lesson plan) is also offered as an option for students if they choose it instead of the process+product listed below.

Learner	Differentiation of Process	Differentiation of Product	Differentiation of Content	Differentiation of Learning Environment
Alex	1. Small group (literature circle) 2. Jeopardy game after reading Comment: flexible supportive grouping, more interactive approach to overcome frustration, to help with the language practice	1. Presentation (pantomime as an option) Stickers on board with key words. 2. Game participation Comment: instead of filled out worksheet, more open-ended ways to assess the understanding as a student may have difficulty reading	1. Comprehensible content (adjusted text, or partly translated to student's native language) 2. Audio book (as an optional resource) or video with subtitles	1. Flexible seating 2. Allowing breaks between activities Comment: For students who feel difficulty staying focused for a long time 1-2 minute physical activity between tasks may help, changing position

		long questions/follow instructions		from sitting on a chair to sitting on a carpet is allowed
Bella	1. Independent research time 2. Choice: Small literature circle or jeopardy game Comment: as the student is an advanced reader and has a proficient English level the student would find it meaningful to participate in independent activity to explore the concept of character development in a novel. Allowing to choose between two collaborative activities the student would benefit as she finds it difficult to connect with others	1. Retell a story from a point of view of the main character 2. Presentation/project or game participation	1. Main story and a variety of auxiliary reading resources 2. Video/reading/audio material about the main character development, about the author and period of time when he/she wrote the story, about the way to analyze characters, etc.	1. Flexible grouping based on interests 2. Create quiet spaces with no distraction (during individual research)
Chris	1. Independent research time 2. Choice: Small literature circle or jeopardy game or open-ended project with a partner Comment: the student may find it meaningful to participate in independent activity to explore the concept of character development in a novel. Chris is shy and hesitant to interact, so in (2) we may give him a chance to choose between three collaborative activities	1. Retell a story 2. Create a story map of main events that influenced the main character/game participation	1. Main story and a variety of auxiliary reading resources 2. Video/reading/audio material about the main character development, about the author and period of time when he/she wrote the story, about the way to analyze characters, etc.	1. Flexible grouping based on interests. 2. Vary completion time depending on student's needs (to alleviate stress)
David	1. Choice of independent	1. Presentation (pantomime as an	1. Infographics, comprehensibl	1. Flexible supporting

	<p>activities (e.g. research based on provided material)</p> <p>2. Pair-share or small literature circle</p> <p>Comment: allowing more options, As David gets highly frustrated, if asked to complete tasks he dislikes.</p>	<p>option), or 3-2-1 (three main ideas, based on the task, two examples, 1 remaining question)</p> <p>2. Stickers on board with key words.</p>	<p>e content (adjusted text, or partly translated to student's native language)</p> <p>2. Audio book (as an optional resource) or video with subtitles</p>	<p>comfortable grouping</p> <p>2. Create quiet spaces with no distraction (during individual research)</p> <p>Comment: David gets anxious in social situation, so he can be paired with a partner based on their interests</p>
Emily	<p>1. Collaborative open-ended project</p> <p>2. Jeopardy game after reading</p> <p>Comment: being proficient in reading, fluent in English, sociable, Emily would benefit and enjoy collaborative activities that would in turn help her learn fast</p>	<p>1. Creative presentation (students choose format) OR creative dramatics and role-play to act out scenes of a story</p> <p>2. Game participation</p>	<p>1. Main story and a variety of auxiliary reading resources</p> <p>2. Video/reading/ audio material about the main character development, about the author and period of time when he/she wrote the story, about the way to analyze characters, etc.</p>	<p>1. Flexible grouping</p> <p>2. Flexible pacing</p>
Fiona	<p>1. Independent research time</p> <p>2. Choice: Small literature circle or jeopardy game</p> <p>Comment: as the student is an advanced reader and has a fluent English level the student would find it meaningful to participate in independent activity to explore the concept of character development in a novel.</p> <p>Allowing to choose between two collaborative</p>	<p>1. Retell a story from a point of view of the main character</p> <p>2. Presentation/project or game participation</p>	<p>1. Main story and a variety of auxiliary reading resources</p> <p>2. Video/reading/ audio material about the main character development, about the author and period of time when he/she wrote the story, about the way to analyze characters, etc.</p>	<p>1. Flexible grouping based on interests</p> <p>2. Create quiet spaces with no distraction (during individual research)</p>

	activities the student would benefit as she finds it difficult to connect with others			
Grace	<ol style="list-style-type: none"> 1. Collaborative open-ended project 2. Jeopardy game after reading <p>Comment: being proficient in reading, but limited in English, Grace would benefit when collaborating (heterogeneous group (someone who is not ELL) or homogeneous (with the same goal)); as the tasks are not very challenging, she won't become frustrated</p>	<ol style="list-style-type: none"> 1. 3-2-1 (three main ideas, based on the task, two examples, 1 remaining question): Charts, illustrations, sticky notes with key ideas 2. Game participation 	<ol style="list-style-type: none"> 1. Comprehensible content (adjusted text, or partly translated to student's native language) 2. Audio book (as an optional resource) or video with subtitles 	<ol style="list-style-type: none"> 1. Flexible grouping based on interests. 2. Vary completion time depending on student's needs (to alleviate stress)
Henry	<ol style="list-style-type: none"> 1. Learning contract (The teacher describes the needed skills to be mastered and the required components to complete assignments, and the student identifies methods to complete the tasks.) 2. Allow a variety of options to choose from collaborative or independent activities. 	<ol style="list-style-type: none"> 1. Presentation (pantomime as an option) Stickers on board with key words. 2. Game participation <p>Or other result (product) depending on the choice of the student</p>	<ol style="list-style-type: none"> 1. Comprehensible content (adjusted text, or partly translated to student's native language) 2. Audio book (as an optional resource) or video with subtitles 	<ol style="list-style-type: none"> 1. Flexible pacing 2. Vary completion time depending on student's needs (to alleviate stress) 3. Allowing breaks between activities <p>Comment: For students who are restless and feel difficulty staying focused for a long time 1-2 minute physical activity between tasks may help, changing position from sitting on a chair to sitting on a carpet is allowed</p>

