

Teacher Name: Mrs. Jill Demerjian      Grade level: 6<sup>th</sup> Grade  
School: Mission Dolores School      Subject: Mathematics

### Differentiated Instruction Lesson Plan

Learning Goals or Standards to be addressed:

CA Standard 6<sup>th</sup> Grade Mathematics

Number Sense 2.0 Students Calculate & Solve Problems Involving Multiplication & Division of Fractions (just a small part of this large standard)

**K** Students will know: the steps to divide and multiply fractions/mixed numbers

**U** Students will understand: when and why they would multiply or divide in a particular situation (makes learning meaningful to students)

**D** Students will be able to: solve problems by multiplying and dividing fractions/mixed numbers. In addition, students will be able to explain the difference between dividing and multiplying fractions (skills, actions, performance)

Think about the students for whom you are planning this lesson. What kind of differentiation best meets their needs? Readiness? Interest? Learning Profile? \_\_\_\_\_

Differentiation strategy (process, content, product) or Environment	Grouping Strategy
<p>*Using Multiple Differentiation Strategies = Activities That Are More Interesting &amp; Engaging</p> <p>All strategies are utilized in this particular lesson</p> <p><u>Process:</u> Address types of learning modalities</p> <ul style="list-style-type: none"><li>- Kinesthetic, Visual, Auditory</li></ul> <p><u>Content:</u> Complexity of thinking skills required</p> <p><u>Product:</u> Different ways to show understanding based on ability and learning profile.</p> <p><u>Environment:</u> Location, noise level, sitting vs. standing</p>	<p><u>Groups Based Upon:</u></p> <p>#1 Readiness</p> <p>#2 Learning Profile</p> <p>#3 Group Dynamic</p> <p>*Flexible Grouping Utilized</p>

# **Sample Lesson Plans Differentiated Instruction**

**Linda Allen, Joni Turville**



## **Sample Lesson Plans Differentiated Instruction:**

*The Differentiated Instruction Book of Lists* Jenifer Fox, Whitney Hoffman, 2011-08-02 Hundreds of useful ideas for meeting the needs of each child The Differentiated Instruction Book of Lists is the definitive reference for DI for teachers in grades K 12 Ready for immediate use it offers over 150 up to date lists for developing instructional materials lesson planning and assessment Organized into 12 convenient sections the book is full of practical examples teaching ideas and activities that can be used or adapted to meet students diverse needs Coverage includes curriculum design lesson planning instructional strategies assessment classroom management strategies by subject area from Language Arts to Math to Physical Education new media etc Offers an easy to use guide that gives quick tips and methods to plan effectively for delivering truly differentiated lessons Filled with helpful DI lists lesson plans strategies assessments and more Jennifer Fox is the author of the bestselling book *Your Child's Strengths* The Differentiated Instruction Book of Lists is a hands on guide for meeting the instructional needs of all students so that they can reach their full potential

**Co-Teaching in the Differentiated Classroom** Melinda L. Fattig, Maureen Tormey Taylor, 2007-12-10 Co Teaching in the Differentiated Classroom is a practical hands on guide that explains how to implement co teaching programs in mixed ability classrooms Based on the authors award winning model this important guide shows how special education teachers can pair with general education teachers to improve classroom functioning while promoting high achievement for all students The book provides tested frameworks and tools for teacher collaboration on lesson planning student grouping assessment and discipline It also offers guidance on managing overcrowded classrooms and on designing and implementing differentiated lessons and assignments and includes advice for administrators

*Handbook of Differentiated Instruction Using the Multiple Intelligences* Bruce Campbell, 2008 Provides classroom strategies and applications based on Gardner's Theory of Multiple Intelligences

Differentiating Instruction Jacqueline S. Thousand, Richard A. Villa, Ann I. Nevin, 2014-11-14 The ultimate guide to leaving no child behind newly updated Now in its second edition this best selling book is your one stop resource for differentiated instruction Whether you're new to the concept or just looking to improve your approach you'll find tools to meet the needs of all your students in a way that works for you You'll discover how innovative approaches such as Universal Design for Learning UDL and retrofitting can help you adapt general education curriculum to fit diverse learning styles Featuring case studies at the elementary middle and high school levels this new edition offers More easy to use strategies to differentiate instruction in mixed ability classrooms A new chapter on collaborative planning and evaluation plus a discussion of co teaching and differentiation Updated lesson plans tied to the Common Core A greater emphasis on cultural proficiency ELLs and gifted students New technology references and resources A strengthened link to RTI Every student is different and every classroom is different too With multiple options to differentiate instruction at any point along the way this essential guide will help you create the path to success for every student Thousand Villa and Nevin take three very big ideas in education Universal

Design Collaboration and Differentiated Instruction and combine them in a novel and engaging way And they practice what they preach the information and examples speak to someone just beginning to differentiate instruction as well as the expert who wants to further refine his or her craft Douglas Fisher Professor San Diego State University The extensive emphasis on technology case studies and lesson plans throughout the book provide a rich resource to the readers of this exciting text Administrators university instructors and staff developers will find this a valuable tool to support their students and colleagues on their differentiation journey Mary Falvey Retired Dean and Professor Emeritus California State University Los Angeles

**Lesson Design for Differentiated Instruction, Grades 4-9** Kathy Tuchman Glass,2009-01-14 This user friendly resource provides step by step guidance and a detailed template for creating meaningful lessons that are differentiated according to students learning characteristics

**Differentiated Instruction for K-8 Math and Science** Mary Hamm,Dennis Adams,2008 First Published in 2008 Routledge is an imprint of Taylor Francis an informa company

Differentiating By Readiness Linda Allen,Joni Turville,2014-01-09 Teach your students based on their readiness levels with tiering strategies from Joni Turville Linda Allen and LeAnn Nickelsen You ll offer lessons designed to challenge each student appropriately and in ways that save time and yield actual progress In this book the authors demonstrate how tiering a standards based differentiation strategy which uses readiness as a basis for instructional planning helps teachers introduce the right degree of content complexity for each student The result Greater student success and less time spent re teaching This book provides a comprehensive introduction to tiering plus step by step instructions for using it in your classroom Also included are 23 ready to apply blackline masters which provide helpful ideas for activities and classroom management

*Differentiating Instruction* Cheryll M. Adams,Rebecca Pierce,2006 This easy to use teacher friendly book is a must have for any educator wanting to differentiate instruction in the gifted or regular classroom Tiering lessons is a practical easy and efficient way to ensure the various needs and learning levels of elementary students are met Grades K 5

**Powerful Lesson Planning** Janice Skowron,2015-09-15 Guide to teaching and creating lesson plans Covers four types of instructional design Useful for teachers with all levels of experience Have you ever wondered how to maximize your lesson plans Do you want to get the most out of every minute that you teach Powerful Lesson Planning Every Teacher s Guide to Effective Instruction will help you accomplish those goals This book includes summaries of basic instructional design integrated instructional design differentiated instructional design and problem based learning instructional design It shares different teaching strategies and is especially helpful for beginner teachers This guide emphasizes the decisions that teachers make as they plan lessons and classes It includes descriptive information tools and several examples to help every teacher make their lesson plans well

*Differentiating Instruction for Students With Learning Disabilities* William N. Bender,2008 Written for teachers who want to know how to differentiate instruction for students with learning difficulties the second edition of *Differentiating Instruction for Students with Learning Disabilities* draws upon the bestselling success of the first edition in

explicitly showing what differentiated instruction is and how to use differentiated strategies in the classroom With more concentration on brain research multiple intelligence response to intervention RTI tiered instruction and universal design for learning UDL William N Bender provides the most comprehensive book on differentiated instruction and learning disabilities based on scientific research and with a practical teacher friendly approach An updated reference section brief Teaching Tips side bars and thought provoking new feature Reflections augment this powerful resource that educators can immediately use in the classroom with all students who have learning disabilities who are at risk and who may have learning difficulties **A**

**Student's Guide to Academic and Professional Writing in Education** Katie O. Arosteguy, Alison Bright, Brenda J. Rinard, 2019-06-07 This concise handbook helps educators write for the rhetorical situations they will face as students of education and as preservice and practicing teachers It provides clear and helpful advice for responding to the varying contexts audiences and purposes that arise in four written categories in education classroom research credential and stakeholder writing The book moves from academic to professional writing and chapters include a discussion of relevant genres mentor texts with salient features identified visual aids and exercises that ask students to apply their understanding of the concepts Readers learn about the scholarly and qualitative research processes prevalent in the field of education and are encouraged to use writing to facilitate change that improves teaching and learning conditions Book Features Presents a rhetorical approach to writing in education Includes detailed student samples for each of the four major categories of writing Articulates writing as a core intellectual responsibility of teachers Details the library and qualitative research process using examples from education Includes many user friendly features such as reflection questions and writing prompts

**Differentiation for Gifted Learners** Diane Heacox, Richard M. Cash, 2020-10-21 Revised and updated edition helps educators increase rigor and depth for all advanced and gifted learners to fulfill their potential With increasing numbers of students receiving gifted services every year it s more important than ever for differentiated instruction to go beyond adjusting content levels task complexity or product choice it must truly challenge and support learners on all levels academic social and emotional This award winning resource in the field of gifted education has been revised and updated to include a discussion of underserved learners particularly English language learners students with autism spectrum disorder ASD and economically disadvantaged students updated information on learning standards MTSS and universal screening new guidelines for honors courses a focus on scholarly questioning ethics and empathy a novel new strategy to increase curricular depth and complexity information on learning orientations new research on neurological differences of gifted learners the pros and cons of co teaching and how to assess its progress new tools to increase achievement plus a discussion of underlearning the benefits of coaching and lesson study the authors perspectives on and guidelines for grading Downloadable digital content includes customizable reproducible forms and a PDF presentation a free PLC Book Study Guide for use in professional development is also available Culturally Proficient Inclusive Schools Delores B. Lindsey, Jacqueline

S. Thousand, Cynthia L. Jew, Lori R. Piowlski, 2017-05-25 As schools become more diverse with students of differing abilities and needs this self reflective and action oriented guide helps create and support more inclusive schools and classrooms that intentionally educate all students     **The ^AOxford Handbook of Chinese Linguistics** William S-Y Wang, Chaofen

Sun, 2015-02-26 This is the first Handbook on Chinese linguistics which offers a broad and comprehensive coverage of the entire field from a multi disciplinary perspective All chapters are contributed by leading scholars in their respective areas

*Making Differentiation a Habit* Diane Heacox, 2018-04-18 Updated edition of a popular resource helps teachers seamlessly integrate differentiation practices into their daily routine In this updated edition of her guide to daily differentiated instruction Diane Heacox outlines the critical elements for success in today s class rooms She gives educators evidence based differentiation strategies and user friendly tools to optimize teaching learning and assessment for all students New features include an expanded section on grading informa tion on connections between personalized learning and differentiation integration of strategies with tier one instructional interventions scaf folding strategies revised planning templates and updated resources which include digital tools and apps for assessment Digital content includes customizable forms from the book A free downloadable PLC Book Study Guide is available at freespirit com PLC     **Teaching and**

**Learning** Marjorie S. Schiering, Drew Bogner, Jorun Buli-Holmberg, 2011-06-16 Learners are multi faceted unique people Discovering the whole individual is incumbent upon realizing the teaching learning environments common social and societal realities and belief and value systems respective of academic and socio societal factors that establish who one is as a learner and teacher In Learning and Teaching the authors offer practical strategies for interactive instruction to facilitate optimum learning This book addresses theoretical framework that includes the relationship between thoughts and feelings the effect of past experiences on present and future behaviors universal connectivity and a strong understanding of who one is as a teacher and learner     **Elementary Physical Education** Rovegno, Dianna Bandhauer, 2016-02-15 Includes an access code for online materials

*Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* Doug Fisher, Nancy Frey, 2010-09-10 Better Learning Through Structured Teaching describes how teachers can help students develop stronger learning skills by ensuring that instruction moves from modeling and guided practice situations where the teacher has most of the responsibility to collaborative learning and finally to independent tasks You ll find out how to use the four components of this approach to help meet critical challenges including differentiating instruction and making effective use of class time 1 Focus Lessons Establishing the lesson s purpose and then modeling your own thinking for students 2 Guided Instruction Working with small groups of students who have similar results on performance assessments 3 Collaborative Learning Enabling students to discuss and negotiate with one another to create independent work not simply one project 4 Independent Tasks Requiring students to use their previous knowledge to create new and authentic products The authors explore each component using student dialogues and examples from a variety of disciplines

and grade levels They provide tips and tools for successfully implementing this instructional approach in your own classroom including checklists for classroom setup and routines critical questions real world lesson plans and more No matter what grade level you teach Better Learning Through Structured Teaching is your essential guide to helping students develop and expand their capacity for authentic and long lasting learning Common Core Curriculum Maps in English Language Arts, Grades K-5 Great Minds,2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K 5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards **Becoming a Metacognitive Teacher** Roya Q. Scales,Thomas DeVere Wolsey,Seth A. Parsons,2020 This is a practical resource for teacher candidates and early career teachers The purpose of this book is to provide support for individuals as they journey toward becoming teachers Excellent teaching is based upon professional judgment that is acquired through sound teacher preparation scaffolded teaching experiences to apply newly acquired pedagogical knowledge in the classroom as teacher candidates and initial teaching experiences that are supported by induction programs

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