

Lesson Planning for Differentiated Instruction

<p><u>Learning Goals</u></p> <p>What learning goals, standards or PLO's are to be addressed</p> <p>Identify specifically, what you want the students to KNOW, UNDERSTAND and DO</p> <p>E.g. Students <b>will know</b> the steps to divide and multiply mixed fractions</p> <ul style="list-style-type: none"> <li>• Students will <b>understand</b> when to apply those rules</li> <li>• Students will <b>be able</b> to solve problem using mixed fractions.</li> <li>• Identify essential learning or question to write the Big Idea</li> <li>• This step in the planning process will inform lesson activities about how to best accomplish goals and learning outcomes</li> </ul>	<p><u>Topic</u></p> <p>Outline the topic and grade</p> <p>E.g. Grade three simple machines</p>
<p><u>Assessment</u></p> <p>Think with the end in mind. At this stage, think about:</p> <ul style="list-style-type: none"> <li>• How you will be assessing students</li> <li>• What will you accept as evidence that students can demonstrate those objectives?</li> <li>• What are the success criteria?</li> <li>• Assessment mode (ie: oral/performance/written), strategy and tools to assess learner outcomes and to what degree</li> <li>• Including an evaluation rubric, stating standards and criteria for success</li> <li>• Performance tasks that can be written, oral or visual</li> </ul> <p><u>This is completed prior to planning activities.</u> You know where you are headed and how learning will be assessed. Assessment should match lesson objectives. Tests or quizzes are typical options but other suggestions for differentiated assessment can be considered to meet the needs of students with various learning styles.</p> <p>This step will also inform lesson activities.</p>	<p><u>Differentiated Assessment Ideas:</u></p> <p>Include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Oral report</li> <li>• Build a model</li> <li>• Choice boards</li> <li>• Performance task</li> <li>• Write a letter</li> <li>• Portfolio</li> <li>• Use technology (e.g. Prezi, Animoto, Video, Slide Show, Bit Strips, Comic Life, Create Web Page, Blog)</li> <li>• Create drawing to illustrate a concept</li> <li>• Create a mind map to outline key concepts</li> <li>• Vary forms of tests and quizzes (multiple choice, fill in the blank, match, draw)</li> <li>• Write a script</li> <li>• Analyze a photograph</li> <li>• Create a brochure</li> <li>• Story board</li> <li>• Proposal</li> <li>• Collection</li> <li>• Create a web quest</li> </ul>

<p><b><u>How Will Students Learn</u></b></p> <p><b>Lesson activities</b></p> <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Include a “hook” or motivational activity.</li> <li>• Consider how you can make the lesson objective relevant. How can you connect the lesson topic to the lives of students?</li> <li>• Engage</li> <li>• Identify what <u>you are doing</u>, and what <u>students are doing</u></li> <li>• List questions that frame the students’ learning</li> <li>• Consider various learning styles. All learning styles do not have to be included in every lesson, but can be useful for creating engaging activities</li> </ul>	<p><b><u>Instructional Strategy Ideas:</u></b></p> <p>Include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Think, Pair, Share</li> <li>• Think, Pair Draw</li> <li>• Four Corners</li> <li>• Graphic Organizers</li> <li>• Placemat</li> <li>• Jigsaw</li> <li>• Demonstration</li> <li>• Debate</li> <li>• Inside/Outside Circle</li> <li>• Rapid Writing</li> <li>• Cooperative Learning</li> <li>• Numbered Heads</li> <li>• RAFT</li> <li>• Group Work</li> <li>• Role Playing</li> <li>• Seminar Panel</li> <li>• Hands on activity</li> <li>• Combination of direct teaching and independent or group activities</li> <li>• Foldables</li> <li>• Brainstorming, mind map</li> <li>• Investigation</li> <li>• Use manipulative material</li> <li>• Anchor charts</li> <li>• Word walls</li> <li>• Learning Logs, responses</li> <li>• KWL</li> </ul>
<p><b><u>Conclusion:</u></b></p> <ul style="list-style-type: none"> <li>• Consolidate learning</li> <li>• Identify how the lesson (s) will wrap up or conclude</li> <li>• Revisit the learning</li> <li>• Debrief while reviewing the Big Idea</li> <li>• Connect and reflect</li> </ul>	<p><b><u>Differentiate Consolidation Ideas :</u></b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Discussions</li> <li>• Logs/Journals</li> <li>• Summary</li> <li>• Complete a KWL chart</li> <li>• Quick fire oral quiz</li> <li>• Application examples</li> <li>• Game (e.g. Jeopardy, Pictionary)</li> <li>• Exit cards</li> </ul>
<p><b><u>Extension Activities</u></b></p> <p>Optional activities for students who require more breadth and depth, as additional suggestions or as optional activities.</p>	

### Some other factors to consider

- 1) Gradual release of responsibility: Provide guided practice or modeling and gradually release that to students (I do, we do, you do)
- 2) Include higher level thinking processes, critical thinking where possible
- 3) What technology, web resources and other resources can you include?
- 4) Think about assessment for, of and as learning
- 5) Can you make cross-curricular connections
- 6) Open ended guiding questions to promote deeper thinking
- 7) Provide opportunities for peer and self-assessment, or setting and revisiting goals
- 8) Learning styles

### Universal Design Strategies

Instructional	Environmental	Assessment
<ul style="list-style-type: none"> <li>• Structured activities</li> <li>• Partnering, Peer tutoring</li> <li>• Augmentative and alternative communication systems</li> <li>• Organization coaching</li> <li>• More time or shorten amount of work to be completed</li> <li>• Time-management aids</li> <li>• Mind Maps</li> <li>• Chunk work</li> <li>• Provide breaks</li> <li>• Use concrete/hands on material</li> <li>• Use manipulatives</li> <li>• Role play</li> <li>• Tracking sheet</li> <li>• Repetition, practice, review</li> <li>• Colour cues</li> <li>• Reduced/uncluttered format</li> <li>• Computer options</li> <li>• Reword/rephrase</li> <li>• Extra time for processing</li> <li>• Word-retrieval prompts</li> <li>• Study guides</li> <li>• Colour coding information by category or task</li> <li>• Use a multi-sensory approach</li> </ul>	<ul style="list-style-type: none"> <li>• Duplicated notes</li> <li>• Non-verbal signal/cues</li> <li>• Visual cues</li> <li>• Visual organizers</li> <li>• Large font</li> <li>• Alternative work space</li> <li>• Strategic seating</li> <li>• Reduce audio-visual stimuli</li> <li>• Strategic seating</li> <li>• Minimize background noise</li> <li>• Quiet setting</li> <li>• Special lighting</li> <li>• Use of headphones</li> <li>• Assistive or adaptive equipment</li> <li>• Computer use</li> <li>• Reading material in alternative format</li> <li>• Material is accessible</li> <li>• Braille or large font signage</li> <li>• Colour cues</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time limits</li> <li>• Verbatim scribing</li> <li>• Oral responses</li> <li>• Recorded responses</li> <li>• Reduce the number of tasks</li> <li>• Extra time for processing</li> <li>• Provide choice of assessment tasks</li> <li>• Breaks</li> <li>• Prompts</li> <li>• Alternative assignments</li> <li>• Computer use</li> <li>• Assistive technology</li> <li>• Read instructions</li> </ul>

**Below are some additional online public resources on Universal Design for Learning and Differentiated Instruction:**

- Knowing and Responding to Learners – A Differentiated Instruction Educator’s Guide (2016)  
[http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage\\_2016DI\\_EducatorsGuide\\_AODA.pdf](http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage_2016DI_EducatorsGuide_AODA.pdf)
- About Universal Design for Learning  
<http://www.cast.org/our-work/about-udl.html#.W1iOLFBKhPY>