Differentiation

In order to accommodate Lee in my lesson plan, I would give her a graphic organizer for each lesson. From the description, Lee is very good with things that are structured and always has a plan for writing what she wants. She is also very good at organization. If a writing assignment is assigned to her, I believe that giving her a graphic organizer will help her organize and write down her thoughts on paper first. Another way to possibly encourage Lee is to break up a writing assignment into different roles. By making her do this, we are limiting her in a way that’s productive and safe for her because it doesn’t put the pressure on her to write a entire assignment but just her own contribution to it.

Section 2

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| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction | I have already included flexible grouping in my lesson plan for this area. In my direct instruction lesson plan I said the flexible grouping would be good for this one. I believe this to be true because I feel that separating into smaller groups with the flexibility of choosing the groups doesn’t hurt the lesson too much. The lesson is the reflection of the Jim crow laws in the south on the African American perspective. Although we must be conscious of what we say in this lesson. |
| Concept Development or Attainment | For this lesson, I believe that I would use the Tiered Assignments and Products strategy. I think that tiered assignments to this lesson on that started the civil war are a great idea. It allows the students the condensed choice of what assignments they must complete and gives the teacher the power to control and exercise what material the students will be looking at and working on. |
| Inquiry |  |
| Cooperative Learning | For this lesson, I believe that I could add the Independent Work strategy. I believe that Independent strategy could be use for this one if necessary. This case, the independent strategy would work if one student didn’t share the same common ideas with the rest of the group. I also allow students who work better alone or want to formulae their own ideas and assumptions about why President Lincoln’s speech cause the attack on fort Sumter. This allows for ultimate control of the student to use and disperse their time and resources accordingly. |
| Choice (model of your choice) | For this lesson, I could use the Choice Boards strategy. The choice board strategy will really work well with these one because of the idea range of motives behind the John Brown raid on Harper’s ferry. This type of strategy ultimate works for this lesson because of the wide variety of reasons why the raid was important, why it had little or no impact on the cause of the civil war. Also allows students to work together to collaborate multiple ideas maybe not all the same ideas but different assumptions that may have led to the start of the Civil war because of the raid. |