

**MODIFIED DIFFERENTIATED LESSON PLAN
CLARIFYING DETAILS**

Teacher Candidate: _____ Date: _____ Time _____ to _____ Grade _____

Subject _____ Topic _____ Approved by C.T.: _____

A. OBJECTIVES: (knowledge, attitudes, skills) Basis for instructional planning. Must be described in performance terms. "After this lesson each student should be able to . . ." [Remember to use observable / measurable terms - strong verbs.]	
B. STATE/DISTRICT STANDARDS OR LEARNING TARGETS: Content, Proficiency, and Performance Standards. WMAS/Common Core Standards serve as general framework for planning.	C. Definitions of Targeted Terms: List the targeted terms or content specific words <u>and</u> both of the corresponding definitions. 1. Formal (content related) definition 2. Grade-level appropriate definition
D. Pre-Assessment: Collect information on each student <u>before</u> you plan and teach. How will you gather this information? What do students know about the topic? <u>Consider:</u> Formal and informal assessment, a quiz, work from previous lesson, anecdotal info.	E. Pre-requisite Skills: What other skills do students need in order to participate in this lesson (e.g. cooperative skills, language, writing, technology)? For students who may not have these skills, how will you teach the skills, or modify the lesson (e.g. pre-teach, peer support, communication device)?
F. Impact on planning: How will the info from the pre-assessment and pre-requisite skills impact your planning?	
G. Advanced Preparation Reminders: What do you need to deal with before the lesson? List to help you organize yourself before the lesson. Make sure you write or draw an agenda and review it with the students. <u>If you are using technology, set up and practice before the lesson.</u>	H. Materials and Assistive Technologies: <ul style="list-style-type: none"> • Include numbers of each material needed and how many needed for each group (i.e. 12 timers; or each group will receive 1 thermometer, 2 sponges, 3 containers of hot water). • Describe any unique material considerations for specific students. • Are there any types of assistive technology (high or low tech) that will be useful for any student to help them to do a particular step in the lesson? • Make sure all materials look professional (i.e. worksheets must be computer generated). • <u>Consider:</u> Access to written material, communication, physical space
I. Duration of the Lesson: How long will this lesson take? Should match total in M steps.	J. Student & Room Arrangement: How will students be grouped during the lesson? How will the physical arrangement of the room be configured for the lesson to ensure student success?
K. Teaching Strategies: What teaching strategies will be used to help the students learn? Listing these here will help with reflection later. Also helps a substitute in preparation.	
L. Behavioral Considerations: What behavioral strategies will be used to keep <u>all</u> students engaged? Anticipate any students that will exhibit challenging behavior during. What positive behavioral supports will you set up that may help a substitute?	

M. Detailed Outline – provide, in detail, each step that leads to student mastery of stated learner objective

Time: e.g. 9:00 – 9:10	Sequence of Steps: Detail each step of the lesson.	Adaptations: Specific adaptations needed for corresponding step of lesson.
Step 1: (LIST TIME ALLOTTED)	Creative Introduction: (Anticipatory Set – the Hook/Launch) How will you grab students' attention and put them in a receptive frame of mind for learning? This should be engaging, meaningful, and potentially exciting. Should be clear link to objective. Relate to their lives!	Adaptations:
	Your Key Questions and Anticipated Student Responses: Write key questions you will ask the students. Use Bloom's Taxonomy. Write what you anticipate students will say and what the students will do in response to your question. This should be about content , <u>not</u> management or attitudinal responses. Don't assume understanding and move too quickly.	
	Notes: Leave this space blank initially. <u>During your lesson</u> , have your teacher take notes and give you feedback here. <u>Following your lesson</u> , you add your notes in a different color.	
Step 2: (LIST TIME ALLOTTED)	Explaining Behavioral Expectations: How will you explain these? Reviews items in Part L above . Shows the importance of reinforcement to deep learning. Helpful for substitute.	Adaptations:
	Your Key Questions & Anticipated Student Responses – SEE ABOVE IN STEP 1	
	NOTES: SEE ABOVE IN STEP 1	
Step 3: (LIST TIME ALLOTTED)	Sharing Agenda & Objectives: Agenda: Make sure you write an agenda for your lesson and review it with the students. <u>Tell them where you/they are going up front!</u> Objectives: Make sure you post and review your objective(s) in an age-appropriate manner. Gives students a known purpose for the lesson.	Adaptations:
	Your Key Questions & Anticipated Student Responses – SEE ABOVE IN STEP 1	
	NOTES: SEE ABOVE IN STEP 1	

	Transition: This is to be scripted. Identify how you will move your learners (verbally and/or physically) to the next step in the lesson. Helps to keep the lesson flowing smoothly from one part to the next and to keep students actively engaged cognitively and emotionally. Lets them know you are “switching gears” and how/why.	
	Your Key Questions & Anticipated Student Responses – SEE ABOVE IN STEP 1	
	NOTES: SEE ABOVE IN STEP 1	
Step 4: (LIST TIME ALLOTTED)	Steps of Instruction: (Instructional Strategies/Modeling) Briefly write the steps you will follow to teach the new content/ skill in this lesson. Explicitly tell how you will teach. Link to objectives and standards. Demonstrate good questioning techniques – recall and critical thinking (Bloom’s Taxonomy). Include sufficient detail to allow a substitute teacher to deliver the instruction as you planned. <u>Not meant to be a script.</u>	Adaptations:
	Your Key Questions & Anticipated Student Responses – SEE ABOVE IN STEP 1	
	NOTES: SEE ABOVE IN STEP 1	
	Transition: SEE ABOVE IN STEP 3	
	Your Key Questions & Anticipated Student Responses – SEE ABOVE IN STEP 1	
	NOTES: SEE ABOVE IN STEP 1	
Step 5: (LIST TIME ALLOTTED)	Guided Practice: Explicitly describe how students will practice new learning under your direct guidance. Ensure your students are interacting with the new knowledge <u>correctly</u> before errors “set” like cement and then are difficult to correct later. <u>Not meant to be a script.</u>	Adaptations:
	Your Key Questions & Anticipated Student Responses – SEE ABOVE IN STEP 1	
	NOTES: SEE ABOVE IN STEP 1	
	Transition: SEE ABOVE IN STEP 3	
	Your Key Questions & Anticipated Student Responses – SEE ABOVE IN STEP 1	
	NOTES: SEE ABOVE IN STEP 1	
Step 6: (LIST TIME ALLOTTED)	Independent Practice: Only after sufficiently sure students understand new material. Explain different strategy/activity from guided practice. Not always used in initial exposure to a new knowledge/skill. This is NOT homework. Use this step to determine extent of homework to be assigned after lesson is concluded. <u>Not meant to be a script.</u>	Adaptations:
	Your Key Questions & Anticipated Student Responses – SEE ABOVE IN STEP 1	
	NOTES: SEE ABOVE IN STEP 1	
	Transition: SEE ABOVE IN STEP 3	
	Your Key Questions & Anticipated Student Responses – SEE ABOVE IN STEP 1	
	NOTES: SEE ABOVE IN STEP 1	
Step 7: (LIST TIME ALLOTTED)	Closure: Helps students organize their learning, reinforces major points, and clarifies any confusion. NOT JUST ASSIGNING HOMEWORK OR ISSUING VAGUE PRAISE. Help students make sense of what they learned and transition to the next activity/lesson? Restate objectives connecting them to what has occurred in class. Use reviews, summaries, or an appropriate closing activity to “wrap up” the lesson. Be engaging and interesting.	
	Your Key Questions & Anticipated Student Responses – SEE ABOVE IN STEP 1	
	NOTES: SEE ABOVE IN STEP 1	

THE ASSESSMENT

- A. Evaluation of your students’ learning.** Identify what are you assessing and how. What learning tasks are to be demonstrated by all?; which are not? Consider challenge level, complexity, process and product modifications. Explain criteria to be used. Connect to both the lesson objectives and unit goals. Include the rubric/tool you are using to assess the work. Complete during the lesson planning process.
- B. Evidence/Thinking about student learning.** Examine what students learned, thinking about the whole class and the targeted students. How do you know they know? – no assumptive assessment - include evidence that students have learned something. Complete this after the lesson is taught.

Section 6 – THE REFLECTION

After Teaching the Lesson, reflect on student participation and your planning, preparation, and teaching:

- What did you learn about teaching the specific **content** as a result of this lesson – student difficulties and successes?
- What did you learn about lesson preparation and teaching in general as a result of this lesson?
- What would you do differently and what were your strengths? Not all reflective thoughts need to be about what needs improvement. Identifying things that were effective is also important.