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| Name: | Course Title: **Differentiated Reading Instruction/EDU3370** | |
| Major Program: | Subject Area of Lesson/Grade Level: **Reading/??? Grade** | |
| Concept (Topic) of Lesson/Unit: | Total Length of Lesson:  **?? days** | |
| Common Core Standards  (Write the benchmark number and description.) Find these on the DOE website or on the Polk County School website <http://www.cpalms.org/Standards/FLStandardSearch.aspx>. If you locate the essential questions first, you can just match the code number on the DOE  Can combine standards into one lesson if it is appropriate, and can also pull from different listed standards as a lesson. |  | |
| Objective statement  Objective Question  With answers that you expect to receive from the students. They must match the number of standards above. Make sure that the answers you give are written from the perspective of the student – in their language. This will become your goal. You now want to gear your instruction toward the answer you want to students to give at the end of the lessons.  Keep the mastery measurement levels in mind for these objectives. | **Unit/Objective Statement**: (The statement that you will use to make sure your students understand during the Wrap Up/Closure section of the unit plan.)  **Objective Question/Lesson 1:** (Rewrite your standard(s) into a question form and then answer it.)  **Objective Question/Lesson 2**: (Rewrite your standard(s) into a question form and then answer it.)  **Objective Question/Lesson 3**: (Rewrite your standard(s) into a question form and then answer it.)  **Objective Question/Lesson 4**: (Rewrite your standard(s) into a question form and then answer it.)  **Objective Question/Lesson 5**: (Rewrite your standard(s) into a question form and then answer it.) | |
| ESOL Strategies  You must include these strategies under the assumption that there are ELL students in the classroom. Please list both the code and the description given.  \*Need a minimum of five\* |  | |
| Materials/Technology/ Equipment  List all you will be using for the entire unit |  | |
| Introduction to the Unit  (Engagement/Activating Phase)  This shouldn’t take too long, but should be effective. This is used to activate background knowledge, introduce vocabulary (if needed at this time), and create an excitement of learning what is about to be taught. Use videos, games, graphic organizers, etc….. to do this.  Include e-learning |  | Time: |
| Unit Vocabulary  Necessary for Students to Understand the Lesson: Be sure to give words and meanings.  Include e-learning and/or kinesthetic/visual representation. | Lesson 1 Vocabulary (words & meaning)  Lesson 2 Vocabulary  Lesson 3 Vocabulary  Lesson 4 Vocabulary  Lesson 5 Vocabulary | When are you going to teach them/Time? |
| **Teaching Strategies** |  | |
| Objective question 1 (Lesson 1)  (Now think – What do the students need to know to be able to answer this question at the end of the lesson?) | Rewrite the objective question and answer. | |
| Instruction and/or Inquiry based learning strategy  (Explanation and Modeling)  Also, this is the main time for the teaching of vocabulary |  | Time: |
| Practice Opportunity with feedback from peers and/or teacher (guided practice)  Paired or group activities and discussion that will provide feedback from peers and/or teacher. |  | Time: |
| Differentiated Instruction:  Address ELLs, Students with difficulties, and Advanced students. Remember content, process, product. |  |  |
| What higher order thinking will the students be practicing during this teaching strategy? (elaboration - how are students going to explain and expound on their learning during the lesson) |  |  |
| Formative Assessment |  |  |
| Objective question 2 (Lesson 2)  (Now think – What do the students need to know to be able to answer this question at the end of the lesson?) | Rewrite the objective question and answer. | |
| Instruction and/or Inquiry based learning strategy  (Explanation and Modeling)  Also, this is the main time for the teaching of vocabulary |  | Time: |
| Practice Opportunity with feedback from peers and/or teacher  Paired or group activities and discussion that will provide feedback from peers and/or teacher. |  | Time: |
| Differentiated Instruction:  Address ELLs, Students with difficulties, and Advanced students. Remember content, process, product. |  |  |
| What higher order thinking will the students be practicing during this teaching strategy? (elaboration - how are students going to explain and expound on their learning during the lesson) |  |  |
| Formative Assessment |  | Time: |
| Objective question 3 (Lesson 3)  (Now think – What do the students need to know to be able to answer this question at the end of the lesson?) | Rewrite the objective question and answer. | |
| Instruction and/or Inquiry based learning strategy  (Explanation and Modeling)  Also, this is the main time for the teaching of vocabulary |  | Time: |
| Practice Opportunity with feedback from peers and/or teacher (guided practice)  Paired or group activities and discussion that will provide feedback from peers and/or teacher. |  | Time: |
| Differentiated Instruction:  Address ELLs, Students with difficulties, and Advanced students. Remember content, process, product. |  |  |
| What higher order thinking will the students be practicing during this teaching strategy? (elaboration - how are students going to explain and expound on their learning during the lesson) |  |  |
| Formative Assessment |  |  |
| Objective question 4 (Lesson 4)  (Now think – What do the students need to know to be able to answer this question at the end of the lesson?) | Rewrite the objective question and answer. | |
| Instruction and/or Inquiry based learning strategy  (Explanation and Modeling)  Also, this is the main time for the teaching of vocabulary |  | Time: |
| Practice Opportunity with feedback from peers and/or teacher (guided practice)  Paired or group activities and discussion that will provide feedback from peers and/or teacher. |  | Time: |
| Differentiated Instruction:  Address ELLs, Students with difficulties, and Advanced students. Remember content, process, product. |  |  |
| What higher order thinking will the students be practicing during this teaching strategy? (elaboration - how are students going to explain and expound on their learning during the lesson) |  |  |
| Formative Assessment |  |  |
| Objective question 5 (Lesson 5)  (Now think – What do the students need to know to be able to answer this question at the end of the lesson?) | Rewrite the objective question and answer. | |
| Instruction and/or Inquiry based learning strategy  (Explanation and Modeling)  Also, this is the main time for the teaching of vocabulary |  | Time: |
| Practice Opportunity with feedback from peers and/or teacher (guided practice)  Paired or group activities and discussion that will provide feedback from peers and/or teacher. |  | Time: |
| Differentiated Instruction:  Address ELLs, Students with difficulties, and Advanced students. Remember content, process, product. |  |  |
| What higher order thinking will the students be practicing during this teaching strategy? (elaboration - how are students going to explain and expound on their learning during the lesson) |  |  |
| Formative Assessment |  |  |
| Wrap up/Closure  This step is extremely important!!! The students need to actually answer the objectives that you started within this unit. Remember you wrote answers in the beginning that you wanted the students to answer when the lesson was completely finished. Now, can they answer them – either orally or in written form? There are creative ways to do this…..try to think of some. |  | Time: |
| Summative Assessment  How does this lesson fit with the summative assessment? |  | Time: |
| Remediation  What will you do with the students who do not meet the mastery measurement level? |  |  |

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