**Differentiated Lesson Plan: Whole Class**

**Elementary**

**Teacher Candidate**: Sarah Robinson  **Date:** November 12, 2014

**School:** Colorado Christian University

**Subject/Topic:** Social Studies **Grade Level**: 5th Grade

**PLANNING**

1. Teacher Performance Standard(s)
	1. 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
2. Learning Objective(s)
	1. 26: For the 50 United States students will be able to identify the name of the capital or a major sports team or a famous vacation site or a famous landmark or some other identifying characteristic for each state.

4. Differentiation

a. Modifications (IEP, ILP, ELL, ALP, 504, etc.): Hayden, a fifth grade student, has illegible writing, an interest in cooking, and learns best through kinesthetic methods.

b. At least one of the presentation options provided does not require handwriting.

c. Hayden is free to incorporate cooking into the characteristics he studies. For example, he could choose to know a popular dish from each state.

d. Because his presentation is only based on four states, Hayden has the ability to choose a kinesthetic route and prepare four meals to represent those four regions.

5. Assessment

a. Pre-Assessment: “Let’s see who can list an identifying characteristic for every state in America!”

6. Methodology (research-based techniques and strategies)

 a. The objective is best met by utilizing an individualized/independent project

 b. The objective is best met by using a hands-on activity

 c. The objective is best met by giving a demonstration and displaying a final project

7. Materials and Resources Needed

 a. Computer lab

 b. Books (Library resources)

 c. Clear space in the classroom for the demonstration (as well as time)

**INSTRUCTION**

8. Introduction

 a. “Who thinks they could tell me one fact about every single state in America?”

9. Instructional Input

 a. “Well by the end of this unit every single one of you should be able to do just that!”

 b. “ Class, you will each pick a different characteristic to study in each of the 50 states.

This can be the capital, a major sports team, a famous vacation site, a famous

landmark, a famous dish, etc.”

1. “You will then choose a way to present this information to the class. You can use an oral presentation, a brochure, a treasure map, a PowerPoint, etc.”
2. “You will be required to pick one state from each region of the United States (Northern, Eastern, Southern, Western – 4 total) to present to the class.”
3. “However, you need to be ready to list each characteristic, along with each state, after all of the presentations are over.”
4. “Okay, let’s start the sign up sheets and begin our research! There are library books already pulled out for this assignment that should help you along!”

10. Guided Practice

a. I will give the students ideas of topics they could study among the states; I will provide some example lessons; and I will be there to show them how to keep track of the information they gather.

11. Independent Practice

a. The student will be expected to do his own research; the student will be responsible for giving a presentation that he developed independently; and the student will be expected to assemble a list of each state’s distinct attribute.

12. Closure

a. “Turn to the person beside you and tell them characteristics that you learned about four states.”

**Revised Learning Objective(s):**

* 1. **The fifth grade students will be able to identify a self-selected, identifying characteristic for each of the 50 United States and present their findings to the class in the format of a brochure; a timeline; an original play, poem, or song; a set of postcards or letters; an interview; or a poster, with 80% accuracy.**

**ANALYSIS/REFLECTION**

I loved that I could tailor this lesson to one particular student, Hayden, and his most noticeable traits. I learned how to differentiate content, while the entire class still gets to the same objective. I believe that a differentiated lesson plan would empower various students and allow them to express and develop their strengths as they work in the classroom. Overall, I would just like to continue practicing this technique and developing different strategies for differentiated lesson planning. I would like to study various reasons for cause of differentiation, as well as their solutions. During this lesson plan, the Objective was the most interesting part of the assignment for me, and what I gave the most thought to, out of all the aspects in this lesson plan. I liked that it needed to be broad enough to encompass the whole class, and any differentiation that would be addressed later; while also, needing to contain enough structure to keep it as an objective that would be found in the curriculum that could meet various academic standards.