**SOE LESSON PLAN TEMPLATE**

**Elementary and Secondary**

**(See also SOE Directions for Lesson Planning)**

**Teacher Candidates**: Jillian Buelle and Sarah Robinson  **Date**: October 8, 2014

**School:** Colorado Christian University – INT-381-01

**Subject/Topic**: Differentiated Teaching Strategies (Tomlinson) **Grade Level**: K-6

**PLANNING**

1. **Learning Objective(s)**

(A)The student will (B)learn how to make chocolate chip cookies, (C)from a package, (D)to a degree of baked chocolatey-goodness (also with the oven preheated to 365 degrees), benefitting from two differentiated management strategies: (7) have a “home base” for students (8) be sure students have a plan for getting help when you’re busy with another student or group.

**2. Differentiation**

**a. Modifications (IEP, ILP, ELL, ALP, 504, etc.):** This class has many gifted learners, so the overall lesson plan will be short and “sweet,” in order to tailor to the attention span of the students and to expect critical thinking.

b. Adjustments for diverse populations/learners: Students who seem distracted during the lesson will be called on to answer a question or read out loud. This will draw their attention back.

**3. Assessment**

**a. Pre-Assessment:** “How many of you feel confident in your abilities to make quality chocolate chip cookies out of the package?”

**b. Post-Assessment:** “How many of you feel confident in your abilities to make quality chocolate chip cookies out of the package?”

**4. Methodology (research-based techniques and strategies)**

Based on Tomlinson’s Strategies for Managing a Differentiated Classroom: (7) Have a “home base” for students and (8) Be sure students have a plan for getting help when you’re busy with another student or group.

**5. Materials and Resources Needed**

* Napkins
* Clothes pin
* Poster board
* Markers
* Magnets or tape
* Cookie Dough (From a Package)
* TV Monitor
* Laptop
* PowerPoint
* Tomlinson Book
* Students
* Cookie Sheet
* Oven
* Spatula
* Plate
* Instagram Exit Slips

**INSTRUCTION**

**6. Introduction**

“Who is ready to get their classroom number?”

**7. Instructional Input**

1. “Re-Introduce” Headquarters

2. Begin Cookie Making Lesson – Read instructions off of the package

3. Instagram Exit Slips (turned into Headquarters)

4. Clothes Pin Strategy

**8. Guided Practice**

Have class lay down their napkins flat on the table, all together.

**9. Independent Practice**

Each student should eat his or her own cookies in an age-appropriate manner.

**10. Closure**

“Who thinks they could make cookies for their friends now?”

Instagram Exit Slips

Opportunity to pull clothes pins

**11. Next Steps**

The next day, students will receive somebody else’s Instagram Exit Slip and write a one-sentence explanation for what is happening in the picture drawn by the student the previous day.