

Lesson Planing Framework for a Differentiated Technology-Rich Lesson

I. Subject(s)

II. Grade level

III. Summary: A short description of the lesson and three descriptors by which this lesson might be indexed by if shared with others.

IV. Standards addressed: Reference the curriculum for your state or district that are addressed in this lesson. You may want to use “short-hand” to reference specific standards. For example: subject, strand, grade, learning standard.

Think about Technology: Do the standards addressed in this lesson involve learning ABOUT technology?

Think about Differentiation: Will all students be expected to meet the same standards? Can you differentiate the standards based on students' learning profiles?

V. Objectives: The objectives you include here should describe explicitly what you expect the student to know and do by the end of the lesson. Consider writing behavioral objectives that enable a teacher to measure students cognitive, psycho-motor, or affective development through some visible behavior. Behavioral objectives have three parts and include: : 1) the behavior that a student should be able to perform, 2) the conditions under which this behavior should be exhibited, and 3) the level of performance required as evidence of successful attainment of the objectives.

You may want to refer to guidelines about writing behavioral objectives.

Think about Technology: How might students meet learning objectives or by learning FROM or WITH technology?

Think about Differentiation: Can the performance, conditions, and behaviors of your objectives be differentiated?

VI. Learning Context: Situate what will be learned and performed in a larger framework.

A. Specific Rationale: Provide a brief statement with information about where the lesson fits into other experiences the students are having.

B. General Rationale: Include a brief statement about why the objective is necessary and how it fits into the school curriculum.

- C. Learner Characteristics:** Document here your thoughts about the needs of diverse learners involved in the lesson. Include what you will need to evaluate these needs and what you will do to address them.

Think about Technology: Could technology better help you meet the diverse needs of your students? Do students have different experiences and skills as they relate to using technology? How will this influence your lesson?

Think about Differentiation: How do learner characteristics suggest differentiation of content, process, and evaluation?

VII. Methodology: Explain in detail what must happen to implement the lesson. Consider including enough detail so that someone else could use your plan if they want to.

- A. Preparation:** Describe any thinking or activities you would need to perform to be ready for the lesson.

1. Materials
2. Leading questions
3. Plans for grouping
4. Location for where the lesson will take place
5. Time required for the lesson (break this down in the procedure if necessary)
6. Instructional materials (include samples if available)

Think about Technology: How might technology be used to help you prepare this lesson? Could it be used as a productivity tool? Could it be used to help you create curriculum materials?

Think about Differentiation: How will you prepare this lesson for various learners? Will multiple preparations be necessary? How can you use what you create for maximum instructional benefit?

- B. Procedure:** Describe step-by-step procedures for how the lesson will take place. Provide as much detail as would be required for someone else to teach the lesson.

Think about Technology: Could students use technology to facilitate the learning process? Could you use technology to make instruction more efficient, more engaging, or more effective?

Think about Differentiation: Could students use technology to do different tasks? How could you differentiate content, process and evaluation using technology?

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- C. Anticipation of Difficulties:** Anticipate unexpected events that might happen and influence the success of the lesson. Formulate some plans for how you will overcome these difficulties.

Think about Technology and Differentiation: Could the use of technology or differentiated techniques cause problems? How could you anticipate and be PROACTIVE about these problems? What would you do to REACT to them if they occurred?

VIII. Assessment: Explain how you will evaluate the students' performance AS WELL AS the design and implementation of the lesson.

Think about Technology: Could technology be used as a tool for assessment?

Think about Differentiation: How can you vary assessment based on students' individual learning profiles?

- A. Student Assessment:** List how you will measure how to what extent students meet each of the behavioral objectives stated at the beginning of the lesson plan.
- B. Lesson Assessment:** Include how you will determine whether the design and implementation of the lesson is successful.
- C. Rationale:** Reflect on why you have chosen the particular method(s) for student and lesson assessments.
- C. Rubrics or Evaluation Tool:** Please include an example of evaluation tools if possible.

IX. Teacher Aims: Describe teacher behaviors might be essential for making this lesson work. Recognize the challenges that this lesson might place on you as a teacher.

X. Sources and References: If you used any resources, please list them here in APA format so that others might benefit from them.

Think about Technology and Differentiation: Did you use technological resources in this lesson? Did you use any differentiated instruction resources in this lesson?

Guidelines for Writing Behavioral Objectives

Behavioral objectives are statements that allow a teacher to express what students should know and do as a result of instruction. The process of writing behavioral objectives can help a teacher clarify the goals of instruction and result in more effective teaching and learning. A properly written behavioral objective has three parts: 1) the behavior that a student should be able to perform, 2) the conditions under which this behavior should be exhibited, and 3) the level of performance required as evidence of successful attainment of the objectives.

Suggested verbs in the affective domain: acknowledge - practices - selects – supports-shares – argues - is accountable - shows awareness – debate - takes a stand

Suggested verbs in the psychomotor domain: carries out according to procedure - carries out - demonstrates skill in using - is skill full in using

Suggested verbs in the cognitive domain:

Knowledge: define – repeat - record – name – recall - list - identify - recognizes

Comprehension: translate – express – explain – describe – discuss – identify - restate locate – report - cite examples –conclude – review - predict - differentiate - select interpret - estimate

Application: interpret – apply – employ – use – demonstrate - illustrate - operate practice - develop - relate

Analysis: distinguish – analyze – differentiate – calculate – contrast – test - compare solve – diagram - categorize

Synthesis : compose – plan – design – formulate – arrange – construct – create organize - prepare - classify

Evaluation: judge – evaluate – rate – compare – revise – score - select – choose - assess estimate – measure - critique