

## ***Lesson Planing Framework for a Differentiated Lesson***

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### **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 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 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.

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***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 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 Differentiation: Could students use different materials to complete different tasks? How could you differentiate content, process and evaluation using various materials such as technology?***

**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 Differentiation: Could the use of 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 Differentiation: How can you vary assessment based on students' individual learning profiles?***

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**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 Differentiation: Did you use any differentiated instruction resources in this lesson?***

***XI. Summary of Differentiation:*** Indicate how you believe you applied the principles of differentiation in your plan.

## Differentiated Instruction Lesson Planning Matrix

	<b>Readiness</b>	<b>Interest</b>	<b>Learning Style</b>
<b>Content</b>	<input type="checkbox"/> Foundational- Transformational <input type="checkbox"/> Concrete- Abstract <input type="checkbox"/> Simple- Complex <input type="checkbox"/> Single Facet- Multiple Facets <input type="checkbox"/> Small Leap- Big Leap <input type="checkbox"/> More Structured- Less Structured <input type="checkbox"/> Less Independence- Greater Independence <input type="checkbox"/> Slow- Quick	<input type="checkbox"/> <b>Interest areas</b> B. Travel, culture, sports C. Various Subject areas <input type="checkbox"/> <b>Modes of expression</b> 3. Oral 4. Written 5. Designed/built 6. Artistic 7. Abstract 8. Service	<input type="checkbox"/> <b>Group Orientation</b> <ul style="list-style-type: none"> <li>▪ Independent</li> <li>▪ Group</li> <li>▪ Adult</li> <li>▪ Combined</li> </ul> <input type="checkbox"/> <b>Learning Environment</b> D. Quiet/Noise E. Warm/Cool F. Still/Mobile G. Flexible/Fixed Quiet/Noise H. Warm/Cool I. Still/Mobile J. Flexible/Fixed <input type="checkbox"/> Intelligence Preferences  <input type="checkbox"/> <b>Cognitive Style</b> <ul style="list-style-type: none"> <li>▪ Creative/Conforming</li> <li>▪ Essence/Facts</li> <li>▪ Expressive/Controlled</li> <li>▪ Linear/Non-linear</li> <li>▪ Deductive/Inductive</li> <li>▪ Concrete/Abstract</li> <li>▪ Introspective/Interpersonal</li> <li>▪ Collaboration/Competition</li> <li>▪ Easily distracted/Long attention span</li> <li>▪ Auditory/visual/Kinesthetic</li> <li>▪ Whole-to-part/Part-to-Whole</li> </ul>
<b>Process</b>	<input type="checkbox"/> Foundational- Transformational <input type="checkbox"/> Concrete- Abstract <input type="checkbox"/> Simple- Complex <input type="checkbox"/> Single Facet- Multiple Facets <input type="checkbox"/> Small Leap- Big Leap <input type="checkbox"/> More Structured- Less Structured <input type="checkbox"/> Less Independence- Greater Independence <input type="checkbox"/> Slow- Quick	<input type="checkbox"/> <b>Interest areas</b> D. Travel, culture, sports E. Various Subject areas <input type="checkbox"/> <b>Modes of expression</b> 9. Oral 10. Written 11. Designed/built 12. Artistic 13. Abstract 14. Service	<input type="checkbox"/> <b>Group Orientation</b> <input type="checkbox"/> <b>Learning Environment</b> <input type="checkbox"/> Intelligence Preference <input type="checkbox"/> Cognitive Style
<b>Product/ Evaluation</b>	<input type="checkbox"/> Foundational- Transformational <input type="checkbox"/> Concrete- Abstract <input type="checkbox"/> Simple- Complex <input type="checkbox"/> Single Facet- Multiple Facets <input type="checkbox"/> Small Leap- Big Leap <input type="checkbox"/> More Structured- Less Structured <input type="checkbox"/> Less Independence- Greater Independence <input type="checkbox"/> Slow- Quick	<input type="checkbox"/> <b>Interest areas</b> F. Travel, culture, sports G. Various Subject areas <input type="checkbox"/> <b>Modes of expression</b> 15. Oral 16. Written 17. Designed/built 18. Artistic 19. Abstract 20. Service	<input type="checkbox"/> <b>Group Orientation</b> <input type="checkbox"/> <b>Learning Environment</b> <input type="checkbox"/> Intelligence Preference <input type="checkbox"/> Cognitive Style

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