

# WEBSTER MIDDLE SCHOOL

## 2006 - 2007

### LESSON PLAN DESIGN

**Student Objective:**

What the students will learn during the lesson

The student will be able to **(TSWBAT)**.....

(refer to the "Shopping List" of verbs useful for making objectives more precise)

**Materials:**

List the materials which will be used during instruction

**Methods:**

Activities to accomplish the objective

(what you and the students will be doing)

**Assessment:**

Tools you will use to determine if students have met the objective for the lesson

# Lesson Plan Format Template

Teacher Name \_\_\_\_\_ Subject \_\_\_\_\_

Week of \_\_\_\_\_

OBJECTIVE: TSWBAT

MATERIALS:

(ex. text, worksheet, handout, overhead, manipulatives, computer, etc.)

METHODS:

(activities such as direct instruction, grouping, projects, lab, games)

ASSESSMENTS:

(ex. observation, quiz, test, presentation, projects)

Homework Assignment:

# BLOOM'S TAXONOMY

(levels of THINKING from easiest to most difficult)

## **KNOWLEDGE**

**recall, recognition, factual answers**  
(who, what, how, when)

## **COMPREHENSION**

**understand, summarize, classify,  
judge, show, translate**

## **APPLICATION**

**show knowledge, demonstrate,  
predict, tell, identify**

## **ANALYSIS**

**break down into parts, look at pieces,  
distinguish, relate**

## **SYNTHESIS**

**combine new ideas/new ways, create,  
make, solve, compose**

## **EVALUATION**

**make judgments, form criteria,  
appraise**

# AVENUES TO DIFFERENTIATED CLASSROOMS

## Helpful For Differentiation

- Using concept-based instruction
- Assessing student readiness
- Assessing student interest
- Flexible grouping

## Ways to Differentiate Content

- Using multiple texts
- Using varied supplementary print resources
- Using computer for drill, reinforcement, extension
- Using varied support mechanisms (e.g., reading buddies)
- Using audio visual resources
- Varied time allotments

## Ways to Differentiate Process

- Tiered activities
- Interest Centers
- Learning Centers
- Model (e.g. Bloom, 4-MAT etc.) plus content
- Varied time allotments

## Ways to Differentiate Products

- Tiered products
- Negotiated Criteria (for content, process, expression, research, etc.)
- Formative and summative evaluation
- Variations on a theme
- Dig a hole, make a tunnel, build a bridge

## **Instructional Strategies which Support Differentiation**

- **Contracts**
- **Compacting**
- **Independent Study**
- **Cooperative Strategies (many varieties)**
- **Varied process heuristics (organizers, cubing, synectics, process logs, thinking hats, etc.)**
- **LAPs**

## **Evaluation of Student Progress in a Differentiated Classroom**

- **Self Evaluation**
- **Peer Evaluation**
- **Expert Evaluation**
- **Product Evaluation**
- **Performance Evaluation**
- **Individual**
- **Paper & Pencil Evaluation**
- **Normative (class, school, state, nation)**

Carol Ann Tomlinson, 1994

# **DIFFERENTIATED INSTRUCTION**

## **Webster Middle School 2006-07**

**“A New Day, A New Way, A New Webster”**

### **Differentiated Instruction**

**Definition: Differentiated instruction is an educational practice creating a learning environment which addresses:**

- **students' different abilities**
- **readiness levels**
- **learning modalities**
- **interests**

**through the utilization of varied**

- **curriculum materials**
- **assignments**
- **activities**
- **instructional techniques**
- **assessment instruments.**

**Differentiated instruction's goal is to**

**provide for maximum learning and student involvement by empowering and encouraging students to move beyond mastery of basic skills and fulfill their individual learning potential.**