

Differentiated Lesson Plan: Part 2

Teacher Candidate: Danica Elder	EDUC 307
LESSON PREPARATION [<i>before the lesson</i>]	
Topic: Animal Habitats – Physical adaptations	Concept: Animals and their physical adaptations to habitats
Subject: Science	Grade: 3
<p>State Standard: 3.4b The student will investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment. Key concepts include b) physical adaptations</p>	
Classroom Diversity and Differentiated Instruction:	
<p>Diversity:</p> <p>This lesson is prepared for a group of 20 students who will, for the Guided Student Practice, will be broken up into 4 random groups of 5 students each. The groups of students will be varied in ability, culture, and learning style. The activity will encourage group cooperation and there will be tactile, verbal, and visual ways of integrating the information conveyed within the lesson. Included in this classroom and instruction are two above-grade-level readers, two students with learning disorders, three English Language Learners, and one student on the Autism Spectrum.</p>	
<p>Differentiation:</p> <p>There are two students with learning disorders (dyslexia and Language Processing Disorder) who will not be required to write, but will be able to contribute to the discussion and give their input to the group using the verbal discussion aspect. During the Independent Practice, these students will have the option to draw the animal and a highlighter will be used (by the teacher or a classroom aide) to write the information the students come up with about the animal. Once that information is written, the students will be required to trace the highlighted words.</p> <p>There are three students who are English Language Learners, and they will have the option to verbally participate in the discussion and presentation of their knowledge about the animals’ abilities to adapt. During the Independent Practice, the students will be assessed mainly on their ability to verbally present the information, as well as what they are able to write or draw. There is a bilingual paraprofessional that will be able to explain the concept in more detail when he is scheduled to work in this classroom next.</p> <p>There is one student who has Autism. He will be working with his one-on-one aide on this project within one of the randomly assigned groups. This student will be given a Chromebook to type out his answers in order to help him focus on learning the content rather than becoming frustrated with</p>	

the physical act of writing. The aid will also be his “sounding board” for ideas before he is required to type them out in Independent Practice. He will also have the option to present his findings, but will not be forced to if it is too overwhelming for him.

There are two students who read and write at a fifth grade level. These two students have been given the challenge to lead within their groups during the lesson and will be given charge of the whiteboards and discussion-leading within their groups.