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| **Instructor/Team: Grade/Department:** |
| **Subject/Unit:** |
| **Standards:** |
| **Essential Understandings:** |
| **Pre-Assessment:** |
| **Post-Assessment:** |
| **Materials/Resources:** |

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| **Lesson Element** | **Lesson Goals/Objectives** | **Challenges for Learning** | **Differentiated Instruction including use of Formative Assessment and UDL\* Framework** | **Student Learning Targets** |
| ***Pre-Assessment***  KWL, interest inventories, learning modalities surveys, formative assessments, standardized testing, state tests | **Work of the grade:** | **ELL Snapshot**:   * *Prefunctional* – listens and doesn’t speak * *Beginner* – vocabulary of about 1000 words, uses phrases * *High beginner*- 3000 word vocabulary, uses and writes simple sentences, reads easy text * Intermediate – 6000 word vocabulary, more complex sentences, asks questions * *Advanced* (after 4-10 years) – needs assistance with vocabulary, idioms, complex content and complex content   **G/T Snapshot**:   * may experience social and emotional distress * may develop asynchronously * may underachieve * may exhibit perfectionistic behaviors * may be twice-exceptional   (eg. G/T and ELL or SWD)   * may already know 60-80% of grade level content   **SWD Snapshot**:   * may have physical challenges * may have cognitive challenges * may have a combination of physical and cognitive challenges |  | **ALL:** Assess student proficiency to set targets |

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| **Lesson Element** | **Lesson Goals/Objectives** | **Challenges for Learning** | **Differentiated Instruction including use of Formative Assessment and UDL\* Framework** | **Student Outcomes** |
| ***Lesson Opening*** |  | **ELL** may need:   * movement, songs, rhymes, fingerplays * real items to see and touch * graphic organizers * visuals * background knowledge common to new culture (eg. tooth fairy, lemonade stands) * think aloud models * ample wait time * cooperative learning groups * oral and written directions * involve parents in learning * scaffolding * [flexible grouping strategies](http://daretodifferentiate.wikispaces.com/Flexible+Grouping).   **G/T** may need:   * acceleration * compacting * problem-based learning * fewer repetitions * advanced skills with grade level content * grade level skills with above grade content * advanced skills and above grade content * scaffolding of more rigorous content * [flexible grouping strategies](http://daretodifferentiate.wikispaces.com/Flexible+Grouping)   **SWD** may need:   * tasks or directions broken down into smaller bits * extended time or fewer items * change of pacing * additional repetitions * special seating * written and visual reminders * stress balls/fidgets, cushion, headphones * project-based learning * scaffolding * [flexible grouping strategies](http://daretodifferentiate.wikispaces.com/Flexible+Grouping) | **ELL:** Determine interventions needed.  **G/T:** Determine enhancements or extensions needed.  **SWD:** Determine accommodations and/or modifications for IEPs. |  |

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| **Lesson Element** | **Lesson Goals/Objectives** | **Challenges for Learning** | **Differentiated Instruction including use of Formative Assessment and UDL\* Framework** | **Student Learning Targets** |
| ***Guided Practice*** |  | **ELL Snapshot:**  **G/T Snapshot:**  **SWD Snapshot:** | **ELL Snapshot:**   * directions should be delivered slowly in short sentences * ask student to show he/she understands * use student’s language on occasion if possible * allow same first language peers to assist on occasion * celebrate the student’s culture * determine essential learning of lesson to set targets     **G/T Snapshot:**   * remove supports as soon as possible * make curricular modifications (i.e. accelerate, add depth, complexity, evaluating and/or creativity) * allow problem-based learning with supports and modeling * allow productive struggle   **SWD Snapshot:**   * provide small group instruction * use social stories * use behavior passports * provide guided reading or math groups * use positive behavior charts * repeat concepts in small group sessions * recite specific targets * use peer to peer instruction * allow earning rewards (eg. class party, extra recess) * allow productive struggle | **ELL Snapshot:**   * students can re-state learning targets in brief, concise “I can” statements   **G/T Snapshot:**   * students can re-state learning targets in brief, concise “I can” statements   **SWD Snapshot:**   * students can re-state learning targets in brief, concise “I can” statements |

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| **Lesson Element** | **Lesson Goals/Objectives** | **Challenges for Learning** | **Differentiated Instruction including use of Formative Assessment and UDL\* Framework** | **Student Learning Targets** |
| ***Independent Practice*** |  | **ELL Snapshot:**   * remove as many supports as possible   **G/T Snapshot:**   * remove as many supports as possible   **SWD Snapshot:**   * remove as many supports as possible | **ELL Snapshot:**   * project-based learning   **G/T Snapshot:**   * project-based learning * problem-based learning   **SWD Snapshot:**   * project-based learning | **ELL Snapshot:**   * students can re-state learning targets in brief, concise “I can” statements   **G/T Snapshot:**   * students can re-state learning targets in brief, concise “I can” statements   **SWD Snapshot:**   * students can re-state learning targets in brief, concise “I can” statements |

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| **Lesson Element** | **Lesson Goals/Objectives** | **Challenges for Assessing** | **Differentiated Instruction including use of Formative Assessment and UDL\* Framework** | **Student Learning Targets** |
| ***Closure and Post-Assessment (Summative)*** |  | **ELL Snapshot:**   * assessment does not match learning tasks   **G/T Snapshot:**   * lack of engagement   **SWD Snapshot:**   * assessment does not match learning tasks |  |  |

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| **Bigger Picture**  [Differentiate technology](http://daretodifferentiate.wikispaces.com/Technology+%26+DI) using sites such as Khan Academy, Mode Max, Neok12 or other web based lessons, United Streaming, Brainpop, BrainpopJr, EdHelper, video clips, YouTube, TeacherTube.  Teacher will provide and model opportunities for [advanced questioning and thinking skills](http://daretodifferentiate.wikispaces.com/Questioning) through in-depth discussions, investigations, and discoveries.  The depth of the responses needs to be assessed based on the student’s ability and their progress from the beginning to the end of the lesson/unit using strategies such as [tiering](http://daretodifferentiate.wikispaces.com/Tiering), [curriculum compacting](http://daretodifferentiate.wikispaces.com/Curriculum+Compacting), [choice boards](http://daretodifferentiate.wikispaces.com/Choice+Boards), [RAFT assignments](http://daretodifferentiate.wikispaces.com/R.A.F.T.+Assignments), [structured academic controversy](http://daretodifferentiate.wikispaces.com/Structured+Academic+Controversy), and [Bloom’s Taxonomy of Learning](http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf).  [Scaffold](http://daretodifferentiate.wikispaces.com/Scaffolding) teaching using self-monitoring strategies, progress monitoring by the student (use student responsibility), allow students to problem solve on their own, use wait time (while remembering each student will need more or less time to become independent).  Use a more project-based approach. Start with a small idea and let student expand throughout the unit with their own questions and responses. Use advance organizers, progress monitoring by the student (use student responsibility) to determine [respectful tasks](http://daretodifferentiate.wikispaces.com/Respectful+Tasks).  Provide student opportunities such as [learning centers](http://daretodifferentiate.wikispaces.com/Learning+Centers) and diverse grouping strategies to practice for fluency, accuracy, and mathematical procedures.  [Differentiate instruction for advanced learners](http://daretodifferentiate.wikispaces.com/Differentiating+Instruction+for+Advanced+Learners) by providing questions that will be challenging but not frustrating to the student as an individual. A [supportive classroom environment](http://daretodifferentiate.wikispaces.com/Supportive+Learning+Environment) involves learning where the student’s frustration level is and knowing where to begin for **each individual student based on formative assessment data**.  Problem Based Learning: <http://www.bie.org/>  Authentic Learning: <http://www.ernweb.com/public/908.cfm>  Productive Struggle: <http://inservice.ascd.org/teaching/how-to-tell-when-learning-struggles-are-productive-or-destructive/>  Differentiation (General): <http://www.teach-nology.com/tutorials/teaching/differentiate/>  Productive Struggle: <http://inservice.ascd.org/teaching/how-to-tell-when-learning-struggles-are-productive-or-destructive/>  English Language Arts: <http://cast.org/>  Read Write Think: <http://www.readwritethink.org/>  Scaffolding Literature Circles: [www.occgate.org/conf/2010/pchung2.pdf](http://www.occgate.org/conf/2010/pchung2.pdf)  Paul Reasoning: <http://www.criticalthinking.org/pages/the-elements-of-reasoning-and-the-intellectual-standards/480>  Paul Reasoning: <http://pty.vanderbilt.edu/cms/wp-content/uploads/StambaughTAGLecture.pdf>  <http://education.ohio.gov/getattachment/Topics/Special-Education/Students-with-Disabilities/Students-With-Disabilities-%281%29/OACS-E-English-Language-Arts.pdf.aspx>  <http://www.corestandards.org/ELA-Literacy>  Common Core Appendix A: <http://www.corestandards.org/assets/Appendix_A.pdf>  Common Core Appendix B: <http://www.corestandards.org/assets/Appendix_B.pdf>  <http://www.corestandards.org/ELA-Literacy>  <http://josseybass.com>  <http://achievethecore.org>  <http://courses.ttu.edu/thomas/courses/6370-summer06/articles/article-interdiscunits.ssma.pdf>  Essential Questions: <http://www.ascd.org/publications/educational-leadership/mar97/vol54/num06/-Asking-Students-the-Right-Questions.aspx>  <http://www.21stcenturyschools.com/Themes.htm>  Essential Questions: <http://www.ascd.org/publications/books/109004.aspx>  Essential Questions: <http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53>  Productive Struggle: <http://inservice.ascd.org/teaching/how-to-tell-when-learning-struggles-are-productive-or-destructive/>  CAST: <http://cast.org/>  Differentiation: <http://www.teach-nology.com/tutorials/teaching/differentiate/>  **Instructional Supports for English Language Learners**  **(Click for more examples – go deeper)**   |  |  | | --- | --- | | **Vocabulary Support and Development**  Explicit vocabulary instruction  Visuals – pictures, videos, Realia  Word Webs and Word Walls  Dual Language vocabulary support  Teach Multiple Meanings of words  Teach affixes, root words  Use cognates when possible  Word Journals, Personal dictionaries  Cloze Activities  Gestures  Bilingual Dictionaries | **Grammar Development**  Collaborate with the ELL teacher to determine needs  Choose a language objective for a lesson  Be a language model. Speak slowly and clearly to beginners  Avoid idioms and slang  Use sentence frames and sentence starters  Provide models of written and spoken language | | **Building or Activating Background Knowledge**  Identify gaps in education and knowledge  Use visuals, video clips, realia  Use graphic organizers eg KWL Chart  Use anticipatory guides  Use lower level text aligned with content curriculum | **Culture**  Recognize and connect to students’ cultures  Use multicultural literature  Plan for culturally responsive lessons  Link experiences across cultures  Involve families in instruction  Honor ELL’s first language and culture in classroom | |
| **Video Clips**  **Dr. Jim Cummins Five Principles of Instructing ELLs in the Classroom** : http://www.youtube.com/watch?v=PM04NPtGthM   1. Incorporate language and content objectives 2. Front load the lesson – activating prior knowledge, etc.  Video example: Preparing Learners: Activating Prior Knowledge Grades 6-8, ELA, ELL   * CCSS: ELA.SL.7.1c ELA.SL.8.1c * <https://www.teachingchannel.org/videos/activating-prior-knowledge>  1. Comprehensible Input – visuals, etc. 2. Enable language production – oral and language use 3. Assess language and content objectives   **Incorporating SIOP lesson for 3rd grade ELLs:** <http://www.youtube.com/watch?v=lVGbz4EqyGs> **Overview of a ELA Unit for Intermediate ELLs- Persuasion Across Time & Space: Brief Video of Unit Overview**  * <https://www.teachingchannel.org/videos/instructional-approach-for-ell>  **Video Clip Example of Intermediate ELL students Interacting with Complex Texts: Scaffolding Reading** https://www.teachingchannel.org/videos/middle-school-ela-unit-persuasion |