

CONSIDERATIONS FOR A LESSON DIFFERENTIATED BY STUDENT READINESS: TIERED LESSON METHOD

Goal(s) of Instruction:

By the end of this lesson, what do I want students to know, understand and/or be able to do? *(These should be taken from district curriculum and/or state grade level content expectations “GLCEs” or high school content expectations “HSCEs”.)*

Core Lesson Plan:

This is done as a usual but high quality lesson plan but also consider for which parts of the instruction will you need the whole class together and for which parts will you separate them into groups?

Student Needs and Modifications:

Which students are likely to have already mastered these goals or are ready to master them more quickly than others:

For those students who are ready to master the goals more quickly, how might I modify the basic lesson plan for these students in order to allow them to move quickly to extended work?

For those students who already have reasonable mastery (approximately 80=85%) what are the next aligned content expectations goals to which they might move and how might the lesson be modified or changed to allow them to accomplish those? *(Note: It will be critical to look to higher grades or AP work to select these. For high school – this does not mean teaching U.S. history in a World History classroom but looking for higher process goals that can be applied to World History. Example: students will be able to analyze primary sources to draw conclusions about an historic event.)*

Which students are likely to struggle with these goals?

For those students who are likely to struggle, what needs to they have that will make this difficult for them? *(Example: difficulty reading the text to prepare for the lesson)*

How might I change the lesson to make the goals accessible to them? *(Note: Except for students on an IEP that specifically modifies instructional goals, these will usually be accommodations but not changes in the core GLCEs or HSCEs. Example: provide additional structure such as a reading/notes guide, scaffolding the lesson and assignments by breaking them into smaller parts, simplify the tasks while still keeping them aligned with the learning goals, etc.)*

Providing Options:

- Are there ways that students can be provided with some choices in regard to what they are learning, how they are learning it or how they demonstrate their learning?
- Are there ways that some of the options can provide for student differences in learning profiles and/or interests?

Materials Needed for Each Group:

Assuming that groups have different tasks, materials may differ.

Organization of Instruction:

Which portions of the lesson need to be done as a whole class? During which portions might students work in readiness groups?

How will each group get started on their task? (*Examples: Written or taped directions, centers, graphics, oral directions, etc.*)

With which group will I work first?

Homework (if any) for Each Group:

Again, assuming that the groups have different tasks, homework, if any is needed, may also differ.

Assessment:

- What rubric or measurements will I use for each of the tasks that I've designed? (*Note: Except for students on a modified curriculum as designated by an IEP the measurement standard usually should reflect the GLCEs or HSCEs that are the goals of the instruction.*)
- Have I informed students regarding the goals of the lesson and provided information to them about the way in which their work will be evaluated?

Whole Class or Group Conclusion(s):

How will I conclude the lesson in a way that allows everyone to participate from the perspective of the work he or she accomplished?

**TEMPLATE FOR A LESSON DIFFERENTIATED BY STUDENT
READINESS: TIERED LESSON METHOD**

Content Area/Grade:

Unit of Instruction:

Goal(s) of Instruction:

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Core Lesson Plan:

Student Needs and Modifications:

- Need:

Modification:

- Need:

Modification:

- Need:

Modification:

Providing Options:

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Materials Needed for Each Group:

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Organization of Instruction:

Homework (if any) for Each Group

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-
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Assessment:

Whole Class or Group Conclusion(s):