M6: Differentiating A Lesson

## Course

Special Education

## Location

Module 6

## Alignments

### Course Outcomes

CLO VI: Identify relevant pedagogy to maximize student learning.

### Module Outcomes

MLO 6.1: Demonstrate ways to adapt and/or accommodate grade-level curriculum using various teaching methods and tools.

MLO 6.2: Explain prevention efforts and early intervention services for children who are at-risk.

### Specific InTASC Standards

| **InTASC** | **Type** | **Specific Standard** |
| --- | --- | --- |
| 1h | Disposition | The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. |
| 7q | Disposition | The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. |
| 8l | Knowledge | The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. |

## Assignment Instructions

### Purpose

Differentiating instruction is one way teachers can help to ensure their teaching is inclusive to all learners. If you remember from Module 6, there are four elements that teachers can differentiate depending on their student’s “readiness, interest, or learning profile,” and these are “content, process, products, or the learning environment” ([What Is Differentiated Instruction?](https://www.readingrockets.org/topics/differentiated-instruction/articles/what-differentiated-instruction)). For this assignment, you will have the opportunity to consider what changes you would make to a lesson plan to meet your students’ needs by considering the content, process, products, or learning environment.

### Task

For this assignment, you will review a lesson plan, along with a narrative of a student, Jacima, to determine how you might differentiate your lesson so that Jacima’s learning needs are met. Both the lesson plan and narrative can be found following the rubric below.

To successfully complete this assignment, begin by reviewing the lesson plan and narrative below. Then, consider how you would support Jacima’s learning: do you need to make changes to the content, process, products, or learning environment based on Jacima’s readiness, interest, or learning profile?

After you have reviewed these things, submit an assignment where you explain the changes you made to the lesson and why. Be sure to include an updated lesson plan with your submission.

#### Submission Options

Regardless of the format you choose to explain your revision, you will need to provide the updated lesson plan. Your explanation of your choices and how differentiation could be effective in your professional practice can be submitted in one of the following formats. For each of these options, you must provide attribution for information or evidence you obtained from a resource. While you are not required to follow a formal citation style, you must provide enough information that your instructor can find and review your sources if necessary.

* 1-2 page paper (Word or Google document)
* Use of the “comment” function in your lesson plan to mark where you made changes and explain your reasoning for each change
* 2-3 minute video or podcast
* Slide deck with visuals (4-6 slides)

### Criteria

You will be evaluated based on the appropriateness of the differentiated approach you select, the explanation of why you selected that approach, and the comprehensiveness of your response.

## Rubric

Table 1: Assignment Rubric

| **Criterion** | **InTASC** | **A(4)** | **B(3)** | **C(2)** | **D(1)** | **F(0)** |
| --- | --- | --- | --- | --- | --- | --- |
| Analyze the lesson plan as it relates to the student’s learning needs. | 1h | Analyzes the lesson plan as it relates to the student’s learning needs; considers multiple aspects of the learning needs of students. | Analyzes the lesson plan as it relates to the student’s learning needs. | Analyzes the lesson plan as it relates to the student’s learning needs; analysis is technically correct but lacks thoroughness. | Inaccurately analyzes the lesson plan as it relates to the student’s learning needs. | Does not analyze the lesson plan as it relates to the student’s learning needs. |
| Design one change related to the content, process, products, or learning environment based on the student’s readiness, interest, or learning profile. | 7q | Designs one change related to the content, process, products, or learning environment based on the student’s readiness, interest, or learning profile; the change strongly aligns with the needs of the student described in the scenario. | Designs one change related to the content, process, products, or learning environment based on the student’s readiness, interest, or learning profile. | Designs one change related to the content, process, products, or learning environment based on the student’s readiness, interest, or learning profile; the change as it relates to the content, process, products, or learning environment does not best align with the student’s readiness, interest, or learning profile. | Inadequately designs one change related to the content, process, products, or learning environment based on the student’s readiness, interest, or learning profile. | Does not design one change related to the content, process, products, or learning environment based on the student’s readiness, interest, or learning profile. |
| Defend the change made by providing examples to support why it was made. | 8l | Defends the change made by providing examples to support why it was made; examples are thoroughly developed and explained. | Defends the change made by providing examples to support why it was made. | Defends the change made by providing examples to support why it was made; examples are underdeveloped or underexplained. | Ineffectively defends the change made by providing examples to support why it was made. | Does not defend the change made by providing examples to support why it was made. |

## Lesson Plan for 3rd-Grade Math: Let’s Play Ball with Multiplication!

The following lesson plan and student scenario were generated from Microsoft Copilot (2024).

Objective: Students will solve basic multiplication facts through an interactive game.

Materials:

* Small soft balls (e.g., foam balls, bean bags)
* Whiteboard or chart paper
* Markers
* Multiplication flashcards (optional)

Duration: 1 class period (approximately 45 minutes)

### Procedure:

1. Introduction (10 minutes)

* Discuss what multiplication means (repeated addition).
* Write a simple multiplication problem on the board (e.g., 3 × 4).

1. Multiplication Relay Game (25 minutes)

* Divide the class into two teams.
* Set up a relay racecourse (indoors or outdoors).
  + Each team member takes turns:
  + Runs to the multiplication problem written on the board.
  + Solves it mentally.
  + Retrieves a ball from a bucket.
  + Runs back to their team and passes the ball to the next player.
  + The team that completes all problems first wins.

1. Class Discussion (5 minutes)

* Review the multiplication problems solved during the game.
* Ask students to share strategies they used (counting, skip counting).

1. Multiplication Flashcards (5 minutes)

* If time allows, use multiplication flashcards for additional practice.
* Students take turns solving flashcards in pairs or small groups.

1. Closure (5 minutes)

* Discuss how multiplication helps us solve real-world problems (e.g., calculating total cost, finding the number of items in equal groups).
* Celebrate the teamwork during the relay game.

### Assessment:

* Observation during the relay game (accuracy, speed)
* Participation in class discussion
* Correct answers on multiplication flashcards (if used)

## The Narrative of the Student: Jacima

Jacima, a third-grade student in Helena, Montana, grapples with understanding numbers, patterns, and basic arithmetic. Simple tasks like counting, memorizing multiplication tables, and solving word problems have become daunting for her. In the classroom, she may feel frustrated, anxious, or isolated when her struggles persist. Despite these difficulties, Jacima possesses resilience and determination. She seeks alternative strategies, relies on visual aids, and benefits from patient and empathetic teachers who recognize her needs.

## Reference

Microsoft. (2024). *Copilot.* [www.bing.com/chat.](http://www.bing.com/chat)