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EDUC 660  
Differentiated Curriculum Project

**Unit goals:**

- To identify key literary elements
- To make inferences, draw conclusions, and summarize
- To recall relevant details
- To write to connect prior experience to what they learn from literature
- To extend and apply ideas in personal reflection and creative projects

**Benchmarks:**

Students will identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections. (Grade 5 Reading Benchmark)

Students will identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material. (Grade 5 Reading Benchmark)

Students will analyze and evaluate information and form conclusions. (Grade 5 Reading Benchmark)

Students will identify character, plot, setting, and theme and describe how they contribute to the meaning of a literary selection. (Grade 5 Literature Benchmark)

Students will convey clear main ideas and supporting details in ways appropriate to topic, audience, and purpose. (Grade 5 Writing Benchmark)

**Pre-instruction assessment and scoring guide:**

The pre-instruction assessment will consist of a written exam based on unit goals –

- To identify key literary elements
- To make inferences, draw conclusions, and summarize
- To recall relevant details
- To write to connect prior experience to what they learn from literature
- To extend and apply ideas in personal reflection and creative projects

The assessment would be designed similarly to the following:

What is a folktale?
Who are the main characters in <i>Jack and the Beanstalk</i> ?
What is the setting of a story?
Describe the plot in <i>Jack and the Beanstalk</i> :
What is the theme of a story?

Scoring for the pre-instruction assessment will be qualitative. Student answers will be carefully reviewed and given one of the following descriptions: excellent, good, satisfactory, or poor.

Excellent: Answers were superb and included supporting details and/or examples
Good: Answers show accuracy and good knowledge base
Satisfactory: Some correct information given in answering; some misinformation included as well
Poor: Very little or no knowledge of how to answer the question

The results of the pre-instruction assessment will provide me with information about where all the students are at in terms of the specific unit goals, but also with their written skills. This initial assessment will show how I can use specific instructional strategies to meet the needs of all learners, such as tiered activities or compacting. For example, if the pre-instruction assessment reveals that students have a good understanding of literary elements it wouldn't be necessary to start from the beginning in introducing them. Instead I could meet the students where they're at in terms of understanding and build on what they already know. The pre-instruction assessment will also guide me in what kinds of questions I should initially be asking students as the unit begins. As we proceed through the unit, and I continually assess students, I will be able to make instructional adjustments.

## DIFFERENTIATED LESSON PLANNER – READINESS

Grade Level/Subject: **Fourth/Reading**

Lesson Title: *Jack and the Beanstalk*

Length of Lesson: **45 minutes**

Materials: **White paper, toolboxes (contain markers, crayons, etc.), pencils, and notebook paper.**

### **GOALS, OBJECTIVES, BENCHMARKS:**

Unit Goals Addressed in This Lesson:

- **To identify key literary elements**
- **To make inferences, draw conclusions, and summarize**
- **To recall relevant details**
- **To extend and apply ideas in personal reflection and creative projects**

Lesson Objectives:

- **Students will demonstrate comprehension of the story through a shared discussion format. (Comprehension)**
- **Students will recall interpretive questions from the shared discussion. (Knowledge)**
- **Students will construct a picture depicting their interpretation of the ogre in the story. (Synthesis)**
- **Students will write a caption explaining their picture. (Knowledge)**

State Benchmarks Addressed:

**Students will identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections. (Grade 5 Reading Benchmark)**

**Students will identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material. (Grade 5 Reading Benchmark)**

**Students will analyze and evaluate information and form conclusions. (Grade 5 Reading Benchmark)**

### **DISCUSSION OF DIFFERENTIATION:**

In a paragraph, describe the context, identify the differentiation, and give rationale.

**This lesson focuses on a shared discussion of the story and an opportunity for students to interpret and draw the ogre. In the shared discussion I will be asking students meaningful, higher-level questions that will show me what they understand and see how they interpret the story. In this lesson I am differentiating product, while grouping students by readiness and focusing on a tiered assignment for students to work on their own level, and show what they know and can do.**

### **ASSESSMENT:**

How will you determine what your students already know?

unit pre-assessment

pretest

KWL

survey

questionnaire

goal setting

conference

student writing

student request

other

How will you assess student learning during/at the end of this lesson?

**During the lesson I will assess students based on their participation and ability to infer, conclude, and summarize information from the story, and in addition recall relevant details about what they have read. At the end of the lesson I will review their pictures and read the captions that explain their interpretations of the ogre.**

## **DIFFERENTIATED LESSON PLANNER - READINESS**

### **The Hook**

Anticipatory Set: Activity that introduces “interpretation” to students.

### **Content (Whole Class Instruction)**

What’s the learning? **Review of literary elements in the story and the completion of ongoing KWL chart as a whole group.**

### **Learning Activity**

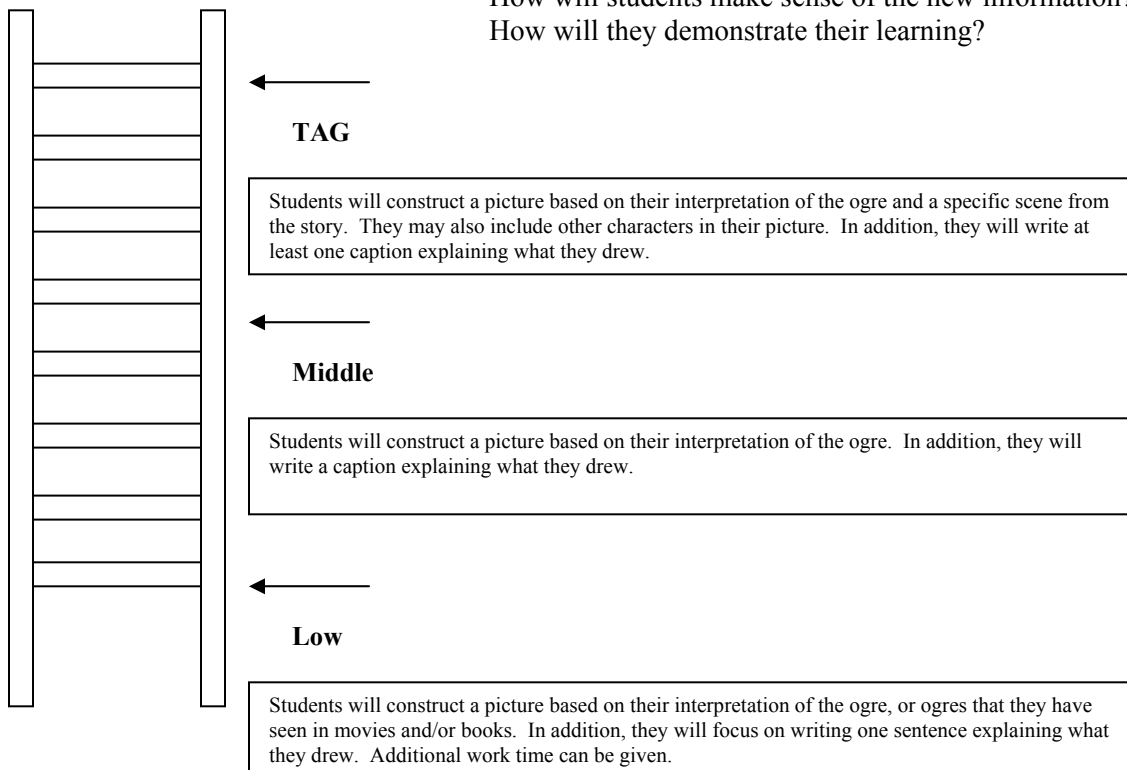
What will the students do? What prior knowledge and skills are required? **This particular lesson comes in the middle of the *Jack and the Beanstalk* unit. Students have read and listened to the folktale several times and completed several activities associated with the story. In this lesson’s activity half of the students at a time will construct a picture based on their interpretation of the ogre. In addition, they will write a caption explaining what they drew. The other half of students will participate in a shared discussion of the story.**

### **Flexible Grouping**

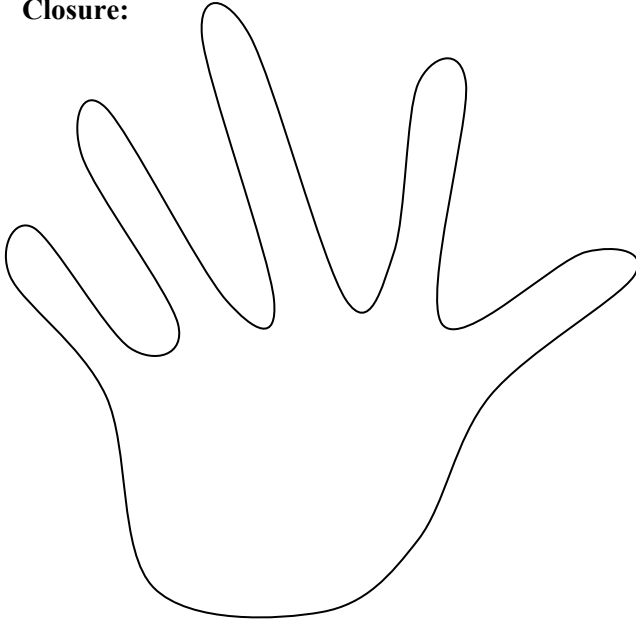
Describe how you will assign students to groups / individual work. **The pre-instruction assessment and previous lessons will help me to group students based on their understanding of the story. Students’ writing skills will also be taken into consideration when it comes to grouping.**

### **Differentiation**

How will students make sense of the new information?  
How will they demonstrate their learning?



**Closure:**



**Students will draw their hand on a sheet of notebook paper. They will include each of the following things on one of the fingers, so that in the end all fingers will be written on:**

- ✓ **Identify main characters**
- ✓ **Describe one of the characters**
- ✓ **Describe the setting**
- ✓ **Tell about an event that happens**
- ✓ **Tell what should happen to Jack at the end of the story**

## DIFFERENTIATED LESSON PLANNER – LEARNING STYLES

Grade Level/Subject: **Fourth/Reading**

Lesson Title: *Jack and the Beanstalk*

Length of Lesson: **Two days**

Materials: **Shoeboxes, art supplies, notebook paper, and pencils**

### GOALS, OBJECTIVES, BENCHMARKS:

Unit Goals Addressed in This Lesson:

- **To make inferences, draw conclusions, and summarize**
- **To write to connect prior experience to what they learn from literature**
- **To extend and apply ideas in personal reflection and creative projects**

Lesson Objectives:

- **Students will demonstrate comprehension of the story through an activity directed at their learning style. (Comprehension)**
- **Students will apply their understanding of the story through an activity directed at their learning style. (Application)**

State Benchmarks Addressed:

**Students will identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material. (Grade 5 Reading Benchmark)**

**Students will analyze and evaluate information and form conclusions. (Grade 5 Reading Benchmark)**

**Students will identify character, plot, setting, and theme and describe how they contribute to the meaning of a literary selection. (Grade 5 Literature Benchmark)**

**Students will convey clear main ideas and supporting details in ways appropriate to topic, audience, and purpose. (Grade 5 Writing Benchmark)**

### DISCUSSION OF DIFFERENTIATION:

In a paragraph, describe the context, identify the differentiation, and give rationale.

**This lesson focuses on specific activities chosen to fit different learning styles. The activities are centered on art, drama, and writing. For example, students that are *Sensing/Thinking* are going to be creating a diorama of a scene of their choice. In this lesson I am differentiating product, while grouping students by learning style. By selecting specific activities aimed at the four different learning styles I am providing a variety of ways for students to show what they have learned by focusing on their strengths.**

### ASSESSMENT:

How will you determine what your students already know?

unit pre-assessment

pretest

KWL

survey

questionnaire

goal setting

conference

student writing

student request

other

How will you assess student learning during/at the end of this lesson?

**During the lesson I will assess students based on their participation and ability to take what they have read and apply it to their specific activity. At the end of the lesson I will review their final product and look back at their pre-instruction assessment, and other assessments used along the way, to determine their knowledge of the content and specific skills used.**

## **DIFFERENTIATED LESSON PLANNER – LEARNING STYLES**

### **The Hook**

Anticipatory Set: Students will work in table groups to fill in and complete a timeline of events in the story. Each student, at every table, will be given two events from the story. Students in table groups will work collaboratively to put the eight events in order.

### **Content (Whole Class Instruction)**

What's the learning? Review main characters in the story by creating descriptive patterns for each. Brainstorm adjectives to describe each character. This review of characters and their descriptions will positively contribute to the activities designed around each learning style.

### **Learning Activity**

What will the students do? What prior knowledge and skills are required? This particular lesson comes towards the end of the *Jack and the Beanstalk* unit. Students have read and listened to the folktale several times and completed several activities associated with the story. This lesson is designed to allow each student to show what they have learned, by focusing on the strengths of how each child learns best.

### **Flexible Grouping**

Describe how you will assign students to groups / individual work. I will assign students to a specific activity based on their learning style. At the beginning of the year I will begin to informally assess students, through a variety of modes, to gain a better understanding of how they learn best and can show what they have learned. This is will be an ongoing process throughout the year, not something that I attempt to do just prior to this unit.

### **Differentiation**

How will students make sense of the new information? How will they demonstrate their learning?

<p style="text-align: center;"><b>ST</b></p> <p style="text-align: center;"><i>Making dioramas</i> <i>Arts and crafts</i></p> <p>Students will design and create a diorama, depicting the scene of their choice.</p>	<p style="text-align: center;"><b>SF</b></p> <p style="text-align: center;"><i>Role plays</i> <i>Acting</i></p> <p>Students will work in small groups to act out the scene of their choice.</p>
<p style="text-align: center;"><b>NT</b></p> <p style="text-align: center;"><i>Writing essays</i></p> <p>Students will write an essay explaining why they think they are or are not like Jack.</p>	<p style="text-align: center;"><b>NF</b></p> <p style="text-align: center;"><i>Imagining</i> <i>Creative writing</i></p> <p>Students will imagine and create an interview with the great princess who marries Jack.</p>

**Closure: I will draw sticks to have students share their activity with their classmates. (If a student's name is drawn and they were working with a small group then the group will share)**

## DIFFERENTIATED LESSON PLANNER – INTEREST

Grade Level/Subject: **Fourth/Reading**

Lesson Title: *Jack and the Beanstalk*

Length of Lesson: **Several days**

Materials: **Trial scripts and various art supplies**

### **GOALS, OBJECTIVES, BENCHMARKS:**

Unit Goals Addressed in This Lesson:

- **To make inferences, draw conclusions, and summarize**
- **To recall relevant details**
- **To extend and apply ideas in personal reflection and creative projects**

Lesson Objectives:

- **Students will demonstrate comprehension of the story through a dramatization. (Comprehension)**
- **Students will apply their understanding of the story through a dramatization. (Application)**
- **Students will deduce various possibilities for dialogue in the script. (Analysis)**
- **Students will determine the outcome of the dramatization. (Knowledge)**

State Benchmarks Addressed:

**Students will identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections. (Grade 5 Reading Benchmark)**

**Students will identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material. (Grade 5 Reading Benchmark)**

**Students will analyze and evaluate information and form conclusions. (Grade 5 Reading Benchmark)**

**Students will identify character, plot, setting, and theme and describe how they contribute to the meaning of a literary selection. (Grade 5 Literature Benchmark)**

### **DISCUSSION OF DIFFERENTIATION:**

In a paragraph, describe the context, identify the differentiation, and give rationale.

**This lesson focuses on students acting out a courtroom trial in which Jack is placed on trial for his crimes. In this lesson I am differentiating process, while grouping students by interest. All students will be involved in the trial. Some students will have speaking parts and may play key roles, while others may be part of the jury to decide the fate of Jack. In addition to the trial itself students may be interested in working on scenery and/or props or developing a program for the trial performance. The trial will tap into the interests of students by allowing them to decide what role they are interested in.**



**ASSESSMENT:**

How will you determine what your students already know?

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> unit pre-assessment | <input checked="" type="checkbox"/> student writing |
| <input type="checkbox"/> pretest                        | <input type="checkbox"/> student request            |
| <input checked="" type="checkbox"/> KWL                 | <input checked="" type="checkbox"/> other           |
| <input checked="" type="checkbox"/> survey              |   |
| <input type="checkbox"/> questionnaire                  |   |
| <input type="checkbox"/> goal setting                   |   |
| <input type="checkbox"/> conference                     |   |

How will you assess student learning during/at the end of this lesson?

**Students will be assessed both during the lesson and at the end based on their participation in the courtroom trial.**

**DIFFERENTIATED LESSON PLANNER – INTEREST****The Hook**

Anticipatory Set: **What would happen to Jack in today’s society if he were accused of the same things in the story? Develop an activity to introduce the idea of a courtroom trial. Brainstorm things students already know about trials and a courtroom.**

**Content (Whole Class Instruction)**

What’s the learning? **Introduce the trial script and characters to students. Review the concept patterns (created in a previous lesson) for the characters to get a sense of how they might react if they were actually put into a trial situation. Note that some parts in the script are not fully developed. For example, characters like Jack, Jack’s mother, ogre’s wife, etc. will have to develop their own responses to questions by the prosecution and defense teams.**

**Learning Activity**

What will the students do? What prior knowledge and skills are required? **This particular lesson comes at the end of the *Jack and the Beanstalk* unit. Students have read and listened to the folktale several times and completed several activities associated with the story. This lesson is designed to allow each student to participate in an alternative activity to show their understanding of the story. This activity also allows students to infer and draw conclusions based on what they already know.**

**Flexible Grouping**

Describe how you will assign students to groups / individual work. **Once the activity has been introduced, I will survey students to find out what role they are interested in playing in the trial. Usually the speaking parts are pretty popular. If the majority of students are interested in those, I will resort to drawing sticks for the various parts. Students view drawing sticks as a “fair” way to go about assigning specific tasks. The surveys will also determine who is interested in one (or both) of the learning alternatives.**

**Differentiation**

How will students make sense of the new information? How will they demonstrate their learning?

Learning Activity Students will participate in a courtroom trial about <i>Jack and the Beanstalk</i> .	Learning Alternative Students will design, develop, and construct scenery and props.
Learning Alternative Students will design and create a program for the courtroom trial performance.	

**Closure:**

**A trial date will be set and students will have the opportunity to present the trial to family and friends, and possibly other classes.**

## **Strategies for increasing student achievement:**

- Identifying similarities and differences
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Cues, questions, and advance organizers

### **Identifying similarities and differences –**

The first research-based instructional strategy that I will implement in my *Jack and the Beanstalk* unit is identifying similarities and differences. In doing so students' comprehension and ability to understand the material will increase. Comparison will not only take place orally but also through graphic organizers, such as a Venn diagram. In one of the unit lessons students will use a Venn diagram to compare and contrast themselves and Jack, the main character in the story.

### **Homework and practice –**

The second research-based instructional strategy I will use is homework and practice. Homework assignments assigned during the unit will have a specific purpose and that purpose will be communicated to students. Homework should be an opportunity for students to take what they have learned in class and build upon it, in order to deepen their understanding of the material and improve their skills. An example of a homework assignment in my unit is after initially reading *Jack and the Beanstalk* in class, students will re-read the story at home and answer the three at-home questions found in the margins of the story.

### **Nonlinguistic representations –**

A third research-based instructional strategy that I will implement in my *Jack and the Beanstalk* unit is nonlinguistic representations. These representations should expand on what the students already know. I will use several graphic organizers throughout my unit: descriptive patterns and time-sequence patterns. In one of the unit lessons students will create descriptive patterns for each of the main characters in the story, focusing on words used to describe the different characters. In another unit lesson students will work with their table group to put events from the story in order.

### **Cooperative learning –**

The fourth research-based instructional strategy I will use is cooperative learning. This strategy will be used during specific lessons and activities in the unit – so it is not overused. One example of cooperative learning was mentioned above: students will work with their table group to put events from the story in order. Another example of how I might group students informally is by drawing sticks – this is consistently popular in my classroom amongst students because they view it as a “fair” way to group.

### **Cues, questions, and advance organizers -**

Lastly, the fifth strategy I will use in my unit is cues, questions, and advance organizers. These are ways for me to find out what students already know about something. One example of how I will use this strategy is through a shared discussion format in which I ask students meaningful, higher-level questions about the story. Some examples of questions are:

- Why does Jack decide to climb the beanstalk the third time?

- Does Jack return to the ogre's house because he enjoys outsmarting the ogre, or because he wants to punish him?
- Why doesn't Jack show his mother that the beans really were magical before he climbs the beanstalk?

In addition to cues and questions, students will use *Inspiration* to create a graphic advance organizer of literary elements and their connection to *Jack and the Beanstalk*.