

Differentiated Instruction (DI) Lesson Plan

Curriculum Area: English	Unit/Lesson Title: Story Reading (the 3 rd lesson)
Grade level: 6 th graders	Author: Lynn, Karen, Charlene
Time required: 40 minutes	Date: 2016/05/20
Materials	
Storybooks (<i>There Was an Old Lady Who Swallowed a Fly</i> , <i>There Was an Old Lady Who Swallowed Fly Guy</i>), three level group task cards, sentence stripes, "Say It Like You Mean It" cards, Information Gap worksheet, Venn Diagram worksheet	
Lesson Objectives	
To improve reading skills of the students of all three skill levels by using certain reading strategies in teaching.	
Pre-Assessment/Prior Knowledge	
<ol style="list-style-type: none"> 1. This is the 3rd lesson of the unit. In the 1st and 2nd lessons, teacher taught the vocabulary, sentence pattern and story to the students. We also practiced reading the story out loud as a whole class. 2. As for pre-assessment for this lesson, teacher invited individual student to read the first part of the story. Teacher grouped students according to their reading ability and fluency. 	
Key Language and Vocabulary	
<ol style="list-style-type: none"> 1. Target vocabulary from the storybook: old, lady, swallowed, fly, spider, bird, cat, dog, cow, horse 2. Target sentence pattern: There was an old lady who swallowed a <u>fly</u>. She swallowed the <u>spider</u> to catch the <u>fly</u>. 	
Differentiated Instruction	
What will you differentiate? <u>content</u> process <u>product</u>	
How will you differentiate? <u>readiness</u> interest <u>learning profile</u> affect/learning environment	
Instructional Groupings: whole group <u>small group</u> <u>partners</u> <u>homogeneous</u> heterogeneous	
Equity - How will all learners engage? Describe your differentiated instruction strategy.	
In order to improve students' reading skills, teacher aims to teach different reading strategies to the three level groups:	
<ol style="list-style-type: none"> 1. Low-level students: word recognition Students practice recognizing the words in the storybook by using Phonics skills, and then read them out loud. 2. Intermediate-level students: reading fluency Students practice reading out loud the storybook by using the "Be loud" and "Be clear" strategy. 3. High-level students: reading comprehension Students read a similar storybook <i>There Was an Old Lady Who Swallowed Fly Guy</i>, and 	

then compare the content with the original storybook.

Lesson Overview- list what the teacher and students will be doing.

Teacher	Students	Time
<p>【Warm up】 -whole class activity</p> <ol style="list-style-type: none"> 1. Students sit in their DI colored group. 2. Greetings 3. Show students the cover of <i>There Was an Old Lady Who Swallowed a Fly</i>. Tell them that each group has a special task about the book. <p>【Presentation & Practice】 -small group activity</p> <ol style="list-style-type: none"> 1. Give each student his/her task card. Ask the group leaders to help leading their groups. 2. Teacher rotates to each level group and teaches the group one certain reading strategy. The rotation starts at the low-level group, then goes to the intermediate-level group. Afterwards teacher goes back to check the low-level group before she goes to the high-level group. 	<p>【Presentation & Practice】 -small group activity</p> <ul style="list-style-type: none"> • Task for low-level group: Finger-point out the word while reading it. <ol style="list-style-type: none"> 1. Teacher gives students some scrambled sentences. Pair students up. Ask them to put all the words on the desk. Teacher reads out loud one word and then asks students to find out that word, raise it and read it out loud. 2. Repeat the previous step, ask students to unscramble the following sentences: <ol style="list-style-type: none"> (1) There was an old lady who swallowed a cow. (2) I don't know how she swallowed the cow! (3) She swallowed the cow to catch the dog. (4) She swallowed the dog to catch the cat. (5) She swallowed the cat to catch the bird. (6) She swallowed the bird to catch the spider. (7) She swallowed the spider to catch the fly. (8) I don't know why she swallowed the fly. (9) Perhaps she'll die. 3. When finishing unscrambling each sentence, ask students to finger-point and read the sentence out loud. 4. After finishing unscrambling all the sentences, ask students to finger-point and read the entire 	

sentence out loud to their partner. Teacher gives them anchor activity cards and leaves to Intermediate-level group.

5. **Anchor activity:** When the pair finishes the finger-point-reading-aloud activity, they can get a set of animal picture and word cards. Then they put all the cards upside down. Afterwards the pair flips their cards at the same time. The one who gets the bigger animal wins. Loser has to read the assigned sentence pattern according to the cards being flipped: She swallowed the horse to catch the dog.

Before going to High-level group, teacher comes back to check on Low-level group. If the practice and anchor activity goes well, then the teacher gives the students the storybook *There Was an Old Lady Who Swallowed a Fly* and ask them to finger-point and read the story to each other out loud. Teacher will use Post-It to block harder sentences, such as "That wiggled and jiggled and ticked inside her. / How absurd! / Imagine that! / She went whole hog to swallow the dog. / She dies, of course!"

- **Task for intermediate-level group:** Read aloud the storybook in the appropriate volume and clearness.
- 1. By using a 4-rank "Say It Like You Mean It" card, teacher models reading out loud the first part of the storybook (the fly part).

2. Invite some students to practice reading out loud the first part, and then ask others to rank and give feedback.
3. Make sure the students understand how to read out loud in appropriate volume and clearness. Then pair students up. Ask them to repeat the previous step and finish reading the whole storybook.
4. **Anchor activity:** When the pair finishes practicing reading out loud, they can get the Information-Gap worksheet. They exchange information by reading the sentences out loud. They fill in the blanks according to what they hear, and then they draw a picture to illustrate the paragraph.
5. Teacher circles back to low-level group to check on them before goes to high-level group.
 - **Task for high-level group:** Read a similar version storybook, and then make a compare-and-contrast Venn Diagram.
6. Tell the students they are going to read a similar version book. Give students the storybook *There Was an Old Lady Who Swallowed Fly Guy*.
7. After students finish reading, they work in pairs to make a compare-and-contrast Venn Diagram. When teacher comes to high-level group, she asks the following comprehension questions to check their understanding:
 - (1)What's the name of the fly?
 - (2)Who swallowed Fly Guy?

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| | <p>(3)Where is Fly Guy? Why is Fly Guy in Grandma's mouth?</p> <p>(4)What did Grandma do? Why? Is it the same as <i>There Was An Old Lady Who Swallowed A Fly?</i></p> <p>(5)Did Grandma die? Why? Is it the same as <i>There Was An Old Lady Who Swallowed A Fly?</i></p> <p>8. Anchor activity: When the pair has finished their Venn Diagram, they can work with another pair and practicing how to introduce these two storybooks to the whole class by using their Venn Diagram. Give students some needed introduction sentence pattern if needed.</p> | |
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Assessment- What evidence will students produce to show they have met the learning objectives?

【Wrap up】 -whole class activity

Students will be given opportunities at the end of the class to show that they have met the learning objectives.

1. Invite high-level group to introduce *There Was an Old Lady Who Swallowed Fly Guy* to the whole class. Then ask them to go deeper by sharing and elaborating their compare-and-contrast Venn Diagrams.
2. Invite intermediate-level students to read aloud the storybook. At the same time ask low-level student to finger-point the storybook.
3. Ask students share what they have learned today by using think-pair-share method.
4. Invite individual student to share what he/she has learned today.