

## Sample Differentiated Language Arts Lesson Plan:

(Adapted from Charlotte Gray's, NYU)

**Lesson Concept:** Examine the contents of a speech and present findings to the class.

**Content Objectives :** The students will know and COMPREHEND THE MAIN IDEA, AND USE OF LITERARY TECHNIQUES (PERSUASION & REPETITION) IN THE SPEECH.

**Language Objectives:** 1. either read or listen to a speech; then 2. demonstrate their understanding of the main ideas & any literary techniques used either: in writing (summarizing or creating a new ending), creating a graphic organizer, orally debating, or drawing & recalling.

### A. Content =

Martin Luther King's "I Have A Dream" speech or,  
John F. Kennedy's "The New Frontier" speech

Differentiation = 1. Read Speech

2. Listen to speech (learning center)

3. Read with teacher (direct instruction)

### B. Differentiated Process = Examine speech contents by:

1. Identify key points (recall).
2. Apply speech contents to your daily life (*comprehension*)
3. Summarize the speech in your own words (*analysis*).
4. Imagine what MLK would say today (*synthesis*).
5. Argue for and against the speech contents (*evaluation*).

\*TIP: Generally Kids will pick exactly where they need to be, where they are academically ready.

Any one of these products is not "less than" another. To be able to draw a picture is as valuable as to be able to write a new closing speech. By the affiliation/osmosis with all the levels, they teach each other. So, did they comprehend the speech?

### C. Product = Present Findings

1. Use a main idea graphic organizer to list the key points (recall).
2. Draw a picture showing how the speech applies to your daily life (comprehension).
3. Write a summary of the speech in your own words (analysis).
4. Write a new closing for the speech (synthesis).
5. Present a debate arguing for and against the speech contents (evaluation).

## HOW TO IMPLEMENT IN THE CLASSROOM

### Lesson Plan:

Examine the contents of Martin Luther King's "I Have A Dream" speech or John F. Kennedy's "The New Frontier" speech and present findings to the class.

**Mini Lesson = Whole Class** (Teacher Lead, Approx. 10 mins) This is an activity that ALL students can do. Maybe one student won't get all the grammar correct, but, at least you are activating prior knowledge. "Think of time when someone's words inspired you. In your Journal jot down:"

- Who inspired you
- What they said that inspired you
- How you were moved to action

### Work Period /Groupings for Differentiation = (Approximately 60 minutes)

- Pairs for alternate reading
- Groups for jigsaw (Jigsaw reading should already have been taught and rules posted on the walls, so all you have to do for discipline is to point to the wall.)
- Small groups for direct instruction
- Independent or learning center (During quiet reading, always make sure the rest of the class is COMPLETELY QUIET. They are learning now.)

### Closing Period = (Approximately 20 minutes)

- Present graphic organizers (recall)
- Present Pictures (comprehension)
- Read summaries (analysis)
- Read new closings (synthesis)
- Stage debates (evaluation)

\*homework: work that students can do at a higher level, but that can be done at home—you shouldn't have to necessarily need a text book, and it shouldn't be new learning.

### GRADING

The primary purpose of assessment/grading is to communicate with students (and parents) about their learning progress and to report on the quality of students work. Students should be provided with grading criteria (rubrics) *before* the work period so that they understand what is expected and how they will be graded. Train students on Standards and post on wall, then make your rubrics around the Standards. The rubric should be:

1. Clear and concise
2. Student friendly
3. Reflect high expectations
4. Include examples, when appropriate
5. Shown to students in advance

Don't forget, differentiating tasks are only one form of assessment. Students continue to be graded traditionally on tests, quizzes, portfolio assessment, etc.

#### Example: Martin Luther King Speech Rubric

For the MLK speech, your product must show evidence of the following:

- |   |         |
|---|---------|
| 1. Neat and Legible                                     | 10 pts. |
| 2. The main idea of the speech<br>(at least 2 examples) | 20 pts. |
| 3. King's use of repetition<br>(at least 2 examples)    | 20 pts. |
| 4. Points of persuasion                                 | 20 pts. |
| 5. King's challenge to America                          | 30 pts. |

### HOW TO GET STARTED DIFFERENTIATING...

1. Start Small - Try one subject, one class, or one strategy.
2. Start Where You Are – Do you already use student groupings, do you already vary work assignments?
3. Tell Students – That they will be embarking on a new and exciting way of learning and discuss the expected behaviors, so they know what's going on.
4. Rearrange classroom – adjust the classroom to make it conducive for pairing, grouping, and direct instruction.
5. Post Routines – So students understand when and how to move around the room.
6. Keep Parents Informed – Of the new instructional methodology, explain how they can participate, and how they will be informed of their child's progress.