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| --- | --- |
| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction |  |
| Concept Development or Attainment | Independent Study: After studying and class participation, each student will develop their own timeline of the French Revolution. |
| Inquiry | Multiple Levels of Questions: During an Interactive Class Discussion, all students participate in understanding the cause and effects of the French Revolution |
| Cooperative Learning | Learning Centers- partner students up with others that have similar learning styles or needs (some groups will vary on learning needs so that there will be a leader to help assist the other student throughout the activity). |
| Choice (model of your choice) | Utilizing vocabulary to tie curriculum together/independent study. Students are able to expand the vocabulary to instances that they hear the words outside of world history. This will allow students to explore their own interests, culture, and other areas of their lives. |

**3.**

**What are the student’s Strengths?**

Remembering facts

Attention to details

Time management

**What are the student’s Affinities?**

Math

Science

Possibly Medicine

**What are the student’s concerns?**

Generating original ideas

Relating new knowledge to personal experiences

Brainstorming

**3 Interventions:**

Implement collaborative activities in which she and a partner start with the same beginning and work together to predict outcomes, or start with the same outcome and work together to determine what led to the outcome.

In writing use story starter activities, collaborative writings where each student contributes a certain portion.

Provide Lee with a strategy sheet to use during problem solving activities in which estimation, prediction, and outcome comparison are necessary steps.

\*As we discussed in class, I chose LID for teaching a strategy. I also looked over SPORE, as you suggested which seemed like another good idea to help improve Lee's writing skills.