**Differentiated Instruction Unit Planner**

Teacher: Mentor:

| **Subject/Course**  **Duration:** Number of X-minute periods | |
| --- | --- |
| **What do we want students to learn?** | |
| ***Content Standards:***  *Overall Expectation(s)/Specific Expectation(s): Students will:* | |
| **Prior Learning** | |
| Prior to this lesson, students will have: | |
| **How will we know students have learned it?** | |
| **Assessment/Success Criteria**  Achievement Chart Category | **Assessment Tools(s)** *(i.e., checklist, rubric, rating scale, anecdotal comments, marking scheme)* |
| **Evaluation: Culminating Task(s)** |

| **How will we design instruction and assessment to help students learn?** | |
| --- | --- |
| **Knowledge of Students**  Differentiation based on student:  🞎 Readiness  🞎 Interests  🞎 Preferences: 🞎 Styles 🞎 Intelligences 🞎 Other (e.g., environment, gender, culture)  **Need to Know**   * Students’…   **How to find out**   * … * …   **Differentiated Instruction Response**  🞎 What to learn: Topic, entry point (content)  🞎 Learning environment  🞎 Ways of learning (process)  🞎 Ways of demonstrating learning (product) | |
| **Possible Learning Experiences** | |
| Whole Class or Groups: 🡪 Learning Experience – Strategy and/or Structure | |
| **Note: The DI three-part lesson planner may be used here to outline individual lessons.** | |
| Materials and Resources – Teacher | Materials and Resources – Student |