



# Strategy-Based Differentiated Instruction

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The purpose of a strategy-based small group is to provide differentiated instruction to students based on common instructional needs.

**Standard:** Strategy based instruction will focus on Reading Literature or Reading Information standards. It is helpful to view the unwrapped standard to narrow the focus of instruction to a specific skill.

**Objective:** The specific skill identified from the unwrapped standard becomes your objective (the “what” of that day’s lesson) and is typically written in the form of “Students will be able to....”

## Before:

**Review:** Remind students of the previous day’s or week’s focus skill.

**State learning objective:** Communicate the purpose of the lesson to students. This tells students what they will be learning so that they know what to pay attention to and what will be expected of them (Frey and Fischer, Rigorous Reading).

**Teach:** Decide what method will be most effective in teaching the skill to the students. For example, demonstration, think aloud, or model.

**Book introduction:** Ask yourself, “What about this text makes it hard to understand?” What is going to make the text difficult for students?” Your book introduction should set the kids up for the big idea. Qualities that could make the text difficult to understand could include Structure (both story structure or form of piece), Language Clarity and Conventions (including vocabulary load), and/or Background Knowledge.

**During:** Decide how all students will participate in reading the text (i.e. choral reading, partner reading, or whisper reading).

**After:** Decide how students will discuss questions that require them to return to the text and provide evidence to support their thinking. These text dependent questions can be literal and inferential to support higher level thinking.

**Closure/Assessment:** Refer back to the learning objective. Determine if students can demonstrate mastery of the strategy.



# Strategy-Based Lesson Plan

<b>Standard:</b> RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>Objective:</b> SWBAT identify what the problem is in the story <u>Joey</u> . (DRA 12)
<b>Before</b>	<b>Review:</b> “The last few weeks we’ve been working on story elements. We know that plot includes characters, setting, problem, and solution.” <b>State learning objective:</b> Today we will be learning how to identify where the problem is introduced in the story. <b>Teach:</b> 1. Define problem: <u>Problem</u> means there is something to be worked out or solved. 2. Model: Here is a picture of a problem. Take a look at this picture and think about what the problem might be. Think aloud: I think the problem might be that .... 3. Repeat with a new picture and have students discuss problem with a partner. Provide stem, “I think the problem is _____.” <b>Book introduction:</b> “Often, in the stories we read, there is a problem. Today we are going to read a story about a kangaroo and his mother.” Vocabulary: joey, pouch Set purpose: “Let’s read to find out what the problem is in this story.”
<b>During</b>	Choral read pages 3-4. Partner read pages 5 – 16.
<b>After</b>	What do you think the problem was in this story? Teacher lists student responses.
<b>Closure/Assessment:</b>	Use the text to determine which page the problem was introduced in the story.

- All components may not be addressed in one lesson, but all components should be addressed within the week’s lesson.



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<b>Standard:</b>	<b>Objective:</b>
<b>Before</b>	<b>Review:</b>  <b>State learning objective:</b>  <b>Teach:</b>   <b>Book introduction:</b>
<b>During</b>	
<b>After</b>	
<b>Closure/Assessment:</b>	