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EDDN 637

Dr. Cowin

03/26/25

### Differentiated Instructional Activity Assignment

For this assignment, I have used a lesson plan I wrote for a kindergarten class, which has students at varying levels of English proficiency. The lesson is part of the HMH Into Reading Module 4. After reading about the importance of content, process and product differentiation, discussed in the book *How to Differentiate Instruction in Mixed-Ability Classrooms* by Carol Ann Tomlinson and the book *Making Content Comprehensible for English Learners: The SIOP Model* by Vogt et al., I modified my lesson plan to ensure that students access the lesson materials, activities and assessment tools in ways that meet their diverse learning needs. I have included both the original and modified lesson plans to show the adjustments made based on students' proficiency levels and learning styles. In the following sections, I will explain in detail how I modified certain aspects, especially the assessment tasks of my lesson to create an engaging learning experience for all students.

## Original Lesson Plan

### **Lesson Plan: Being Fit**

**GRADE:** Kindergarten

**SUBJECT:** ELA

**ESSENTIAL QUESTION:** How can I be my healthiest me?

**LESSON OBJECTIVE:** Students will be able to identify a physical activity that they can do to stay fit and healthy.

**STANDARDS ADDRESSED:**

KR9: Make connections between self, text, and the world. (RI&RL)

KSL6: Express thoughts, feelings and ideas.

KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.

**MATERIALS/ RESOURCES:**

"The importance of being physically active" Youtube video by Yogotars-Educational Videos

The book *Being Fit* by Valerie Bodden

Chart Paper

Markers

Lined Writing Paper

Crayons/ Colored Pencils

**PROCEDURE (LEARNING ACTIVITIES):**

STUDENTS WILL DO	I WILL DO
<ul style="list-style-type: none"><li>Review the content vocabulary words such as "healthy", "fit", "active", "flexible", "exercising", "stretching", "bending" and "swinging" from the previous lesson, which they will also encounter in this lesson by looking at pictures of them.</li><li>Watch the video about the importance of being physically active.</li><li>Answer the questions orally: 1. Is it important to be physically active? 2. What does being fit mean?</li><li>Make predictions on what the book <i>Being Fit</i> will be about</li></ul>	<ul style="list-style-type: none"><li>Review the content vocabulary words such as "healthy", "fit", "active", "flexible", "exercising", "stretching", "bending" and "swinging" from the previous lesson, which students will also encounter in this lesson by showing pictures of each vocabulary word.</li><li>Preview the lesson by showing a brief video on the importance of being physically active.</li><li>Ask students: 1. Is it important to be physically active? 2. What does being fit mean?</li><li>Show the book <i>Being Fit</i> and ask students to make predictions on</li></ul>

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<p>based on the cover.</p> <ul style="list-style-type: none"> <li>• Listen to the teacher as she reads the book aloud and answer the questions orally: 1. What physical activities are the people in the pictures doing? 2. What do kids eat to stay fit? 3. What can we do to stay strong and healthy?</li> <li>• Think of a way they can stay fit using the information from the video and book and have their answer written on the chart paper by the teacher.</li> <li>• Listen to the teacher as she models what they have to do for the writing activity.</li> <li>• Write a sentence about a physical activity that they can do to stay fit and healthy and a second sentence about the reason why they chose this activity.</li> <li>• Draw a picture of them doing the physical activity.</li> <li>• Share their sentences along with their drawing with the rest of the class.</li> <li>• As other students share their work, give a Thumbs Up if they like the physical activity that is being mentioned or a Thumbs Down if they don't like it.</li> </ul>	<p>what the book will be about based on the cover.</p> <ul style="list-style-type: none"> <li>• Read the book aloud and pause at different pages to ask students: 1. What physical activities are the people in the pictures doing? 2. What do kids eat to stay fit? 3. What can we do to stay strong and healthy?</li> <li>• Write the question "How can we stay fit?" on a chart paper.</li> <li>• Ask students about different ways they can stay fit using what they learned from the video and book.</li> <li>• Record the students' responses on the chart paper.</li> <li>• Model to students what they have to do for the writing activity: 1. Write a sentence about a physical activity that I can do to stay fit and healthy and a second sentence about the reason why I chose this activity. 2. Draw a picture of me doing the physical activity.</li> <li>• Walk around and assist students, if needed.</li> <li>• Ask students to share their sentences along with their drawing with the rest of the class.</li> <li>• As students are sharing their work, ask other students to give a Thumbs Up if they like the physical activity that is being mentioned or a Thumbs Down if they don't like it.</li> <li>• Collect the students' work.</li> </ul>
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#### **ASSESSMENT/EVALUATION TOOLS:**

Chart Paper Activity- I will assess the students' understanding of the video and book by asking them to provide an example of how to stay fit and healthy.

Writing Activity- I will assess the students' understanding of the topic at hand and their ability to produce sentences using the information from the video and book.

Thumbs Up/ Thumbs Down- I will informally assess the students' understanding of their peers' work as they share their sentences aloud.

## Modified Lesson Plan

### **Lesson Plan: Being Fit**

**GRADE:** Kindergarten

**SUBJECT:** ELA

**ESSENTIAL QUESTION:** How can I be my healthiest me?

**LESSON OBJECTIVE:** Students will be able to identify a physical activity that they can do to stay fit and healthy **using picture cards and sentence frames.**

**STANDARDS ADDRESSED:**

KR9: Make connections between self, text, and the world. (RI&RL)

KSL6: Express thoughts, feelings and ideas.

KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.

**MATERIALS/ RESOURCES:**

"The importance of being physically active" Youtube video by Yogotars-Educational Videos

The book *Being Fit* by Valerie Bodden

Chart Paper

Markers

Lined Writing Paper

Crayons/ Colored Pencils

**Picture Cards**

**Sentence Frames**

**PROCEDURE (LEARNING ACTIVITIES):**

STUDENTS WILL DO	I WILL DO
<ul style="list-style-type: none"><li>Review the content vocabulary words such as "healthy", "fit", "active", "flexible", "exercising", "stretching", "bending" and "swinging" from the previous lesson, which they will also encounter in this lesson by looking at pictures of each word <b>and acting out its meaning with the teacher.</b></li><li>Watch the video about the importance of being physically active.</li><li>Answer the questions orally: 1. Is it important to be physically</li></ul>	<ul style="list-style-type: none"><li>Review the content vocabulary words such as "healthy", "fit", "active", "flexible", "exercising", "stretching", "bending" and "swinging" from the previous lesson, which students will also encounter in this lesson by showing pictures of each vocabulary word <b>and acting out its meaning with the students.</b></li><li>Preview the lesson by showing a brief video on the importance of being physically active.</li><li>Ask students: 1. Is it important to be physically active? 2. What does</li></ul>

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<p>active? 2. What does being fit mean?</p> <ul style="list-style-type: none"> <li>• Make predictions on what the book <i>Being Fit</i> will be about based on the cover.</li> <li>• Listen to the teacher as she reads the book aloud and answer the questions orally: 1. What physical activities are the people in the pictures doing? 2. What do kids eat to stay fit? 3. What can we do to stay strong and healthy?</li> <li>• Think of a way they can stay fit using the information from the video and book and have their answer written on the chart paper by the teacher.</li> <li>• Listen to the teacher as she models what they have to do for the writing activity.</li> <li>• Use the picture cards of different physical activities provided by the teacher, if needed, to help identify an activity that they can talk about in their sentences.</li> <li>• Write a sentence about a physical activity that they can do to stay fit and healthy and a second sentence about the reason why they chose this activity.</li> <li>• Use sentence frames provided by the teacher, if needed, to write their sentences.</li> <li>• Work with another student to help them write their sentences.</li> <li>• Write two or more reasons why they chose that physical activity (students at higher proficiency levels).</li> <li>• Draw a picture of them doing the physical activity.</li> <li>• Share their sentences along with their drawing with the rest of the class.</li> <li>• As other students share their work, give a Thumbs Up if they</li> </ul>	<p>being fit mean?</p> <ul style="list-style-type: none"> <li>• Show the book <i>Being Fit</i> and ask students to make predictions on what the book will be about based on the cover.</li> <li>• Read the book aloud and pause at different pages to ask students: 1. What physical activities are the people in the pictures doing? 2. What do kids eat to stay fit? 3. What can we do to stay strong and healthy?</li> <li>• Write the question “How can we stay fit?” on a chart paper.</li> <li>• Ask students about different ways they can stay fit using what they learned from the video and book.</li> <li>• Record the students’ responses on the chart paper and draw pictures next to each response to give a visual representation of them.</li> <li>• Model to students what they have to do for the writing activity 1. Show picture cards of different physical activities to students that they can use, if needed, to identify an activity that they can talk about in their sentences. 2) Write a sentence about a physical activity that I can do to stay fit and healthy and a second sentence about the reason why I chose this activity. 3) Show students how to use the sentence frames: “_____ is healthy”. “It makes my _____ stronger.” to help them write their sentences. 4. Draw a picture of me doing the physical activity.</li> <li>• Pair struggling students with more advanced writers to help them write the sentences.</li> <li>• Ask students at higher proficiency levels to write two or more reasons why they chose that activity.</li> <li>• Walk around and assist students, if needed.</li> </ul>
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like the physical activity that is being mentioned and a Thumbs Down if they don't like it.	<ul style="list-style-type: none"> <li>• Ask students to share their sentences along with their drawing with the rest of the class.</li> <li>• As students are sharing their work, ask other students to give a Thumbs Up if they like the physical activity that is being mentioned or a Thumbs Down if they don't like it.</li> <li>• Collect the students' work.</li> </ul>
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#### **ASSESSMENT/EVALUATION TOOLS:**

Chart Paper Activity- I will assess the students' understanding of the video and book by asking them to provide an example of how to stay fit and healthy.

Writing Activity- I will assess the students' understanding of the topic at hand and their ability to produce sentences using the information from the video and book.

Thumbs Up/ Thumbs Down- I will informally assess the students' understanding of their peers' work as they share their sentences aloud.

#### **DIFFERENTIATION:**

As I record the students' responses on the chart paper, I will draw a picture next to each response to give students a visual representation of the physical activities. I will provide ELLs with sentence frames that they can use to write complete sentences. They can also work with a more skilled writer to write about the physical activity they chose and give a reason why they chose it. I will show picture cards of different physical activities to help students identify an activity that they can do to stay fit and healthy. ELLs, at intermediate or advanced levels, can provide two or more reasons why they chose that physical activity to further develop their writing skills.

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In my original lesson plan, students had to identify a physical activity that they could do to stay fit and healthy. At the beginning of the lesson, I reviewed the content vocabulary words from the previous lesson with the students to reinforce their understanding of these words, which they would encounter in this lesson as well. I previewed the book *Being Fit* by showing a short video on the importance of being physically active, followed by a brief discussion about the video. Students had to make predictions about the topic of the book based on its cover. I read the

book aloud and paused during reading to ask students questions about specific parts of the book and check for comprehension. After reading the book, students answered the question “How to stay fit?” and I recorded their responses on a chart paper. I modeled for students how to complete the writing activity, in which they had to write a sentence about a physical activity that they can do to stay fit and healthy and a second sentence about the reason why they chose this activity along with a drawing of them doing the physical activity. Students shared their work aloud and as they listened to their peers’ sentences, they gave a Thumbs Up/ Thumbs Down to express their opinion about the activity that was being mentioned.

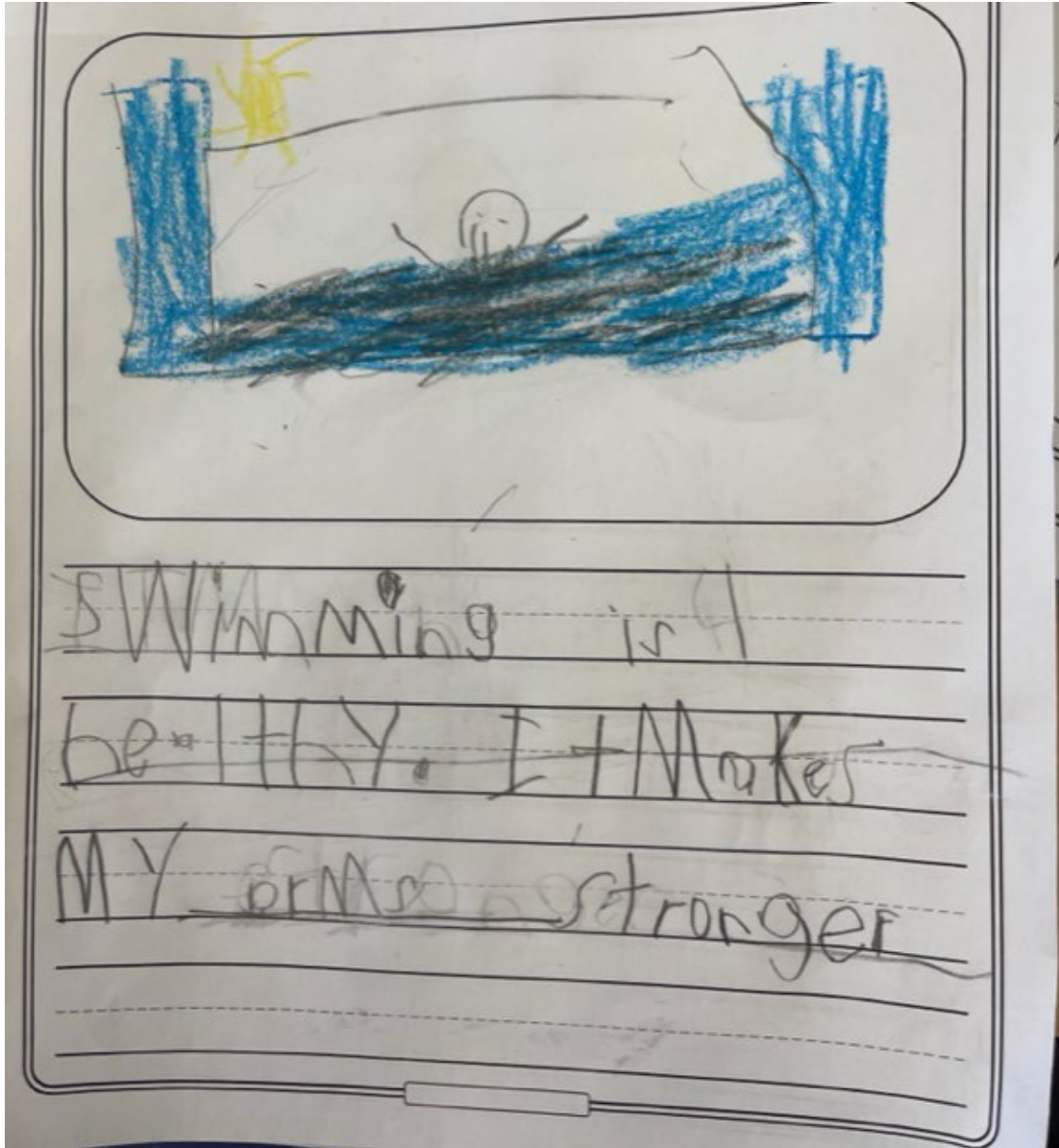
However, as I learned more about the impact of differentiation in the classroom, I realized that this lesson plan needs to be modified and tailored according to the students’ varying levels of proficiency and learning styles (Tomlinson, 2001). First, I modified the lesson objective in the original lesson plan by providing students with the necessary support to achieve the intended learning outcome. The revised lesson objective highlights the importance of using picture cards and sentence frames to help students identify the physical activity and write about it. When reviewing the content vocabulary words, I acted out the meaning of these words with the students and displayed pictures of the words on the board. The incorporation of physical movements into the lesson helped students, especially kinesthetic learners, reinforce their understanding of these words while also engaging them physically in the learning process. This “physical approach to comprehension” enhances the learning experience of kinesthetic learners (Tomlinson, 2001, p.65). I introduced the lesson by showing students a video on different physical activities “so that auditory learners can listen rather than being solely dependent on visual contact” (Tomlinson, 2001, p.65). I also revised the Chart Paper Activity by drawing small pictures next to each physical activity that the students mentioned to provide them with a visual

representation of these activities. Adding pictures helped students, especially visual learners, process and retain the meaning of each activity (Tomlinson, 2001). This lesson task helped me assess the students' ability to identify physical activities that they could do to stay fit using the information from the video and the book.

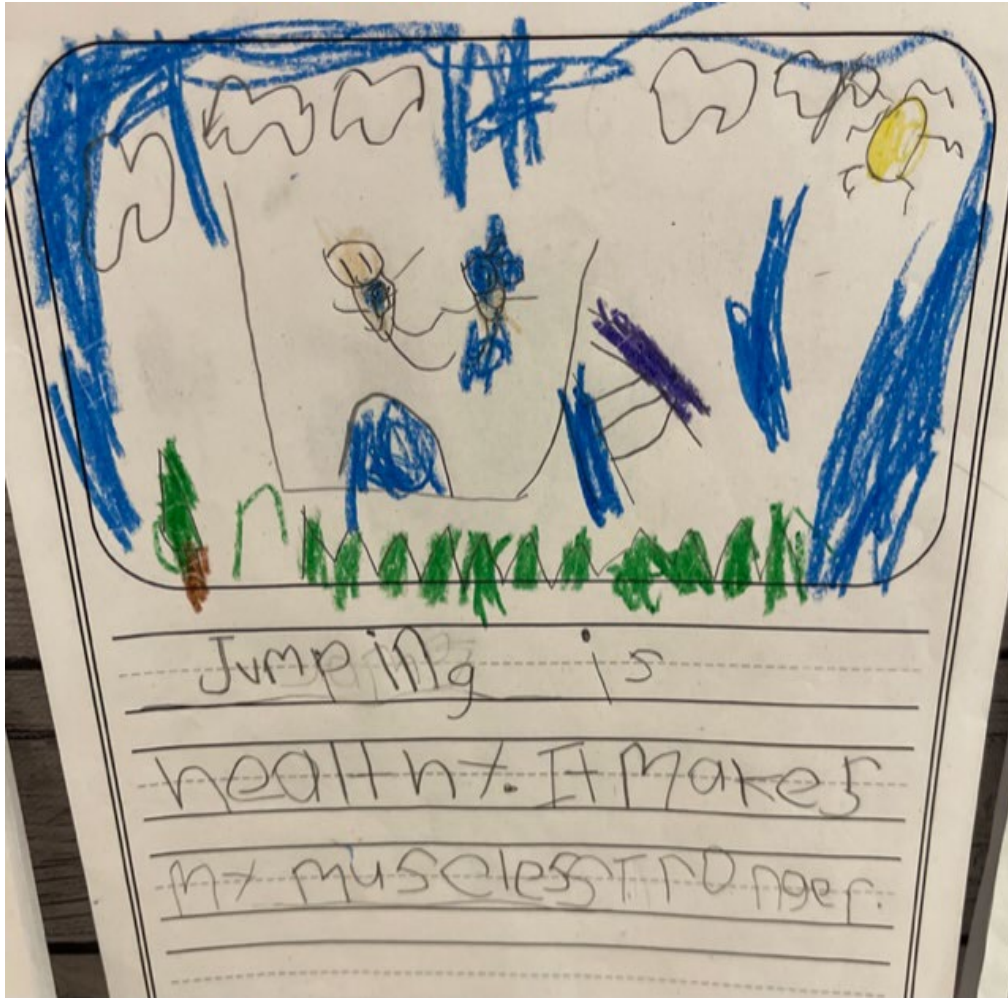
When revising the writing activity, I made sure to differentiate according to the students' levels of language proficiency. I included strategies and scaffolding techniques that facilitated the writing process and supported ELLs at different levels. I showed students picture cards of different physical activities to help them choose the activity that they would write about and draw as well. I also incorporated sentence frames to guide their writing and provide them with the support they need to organize their thoughts. Sentence frames are "effective ways to scaffold English learners while they are acquiring their new language" (Vogt, M., Echevarria, J.J., & Short, D. J., 2016, p.169). I paired struggling students with more skilled writers to help them complete the activity. This heterogenous pairing technique gave ELLs at the beginning level the opportunity to interact in the target language with more advanced students and allowed them to learn from one another (Tomlinson, 2001). To meet the needs of the more proficient English learners, I asked them to give two or more reasons why they chose that particular physical activity.

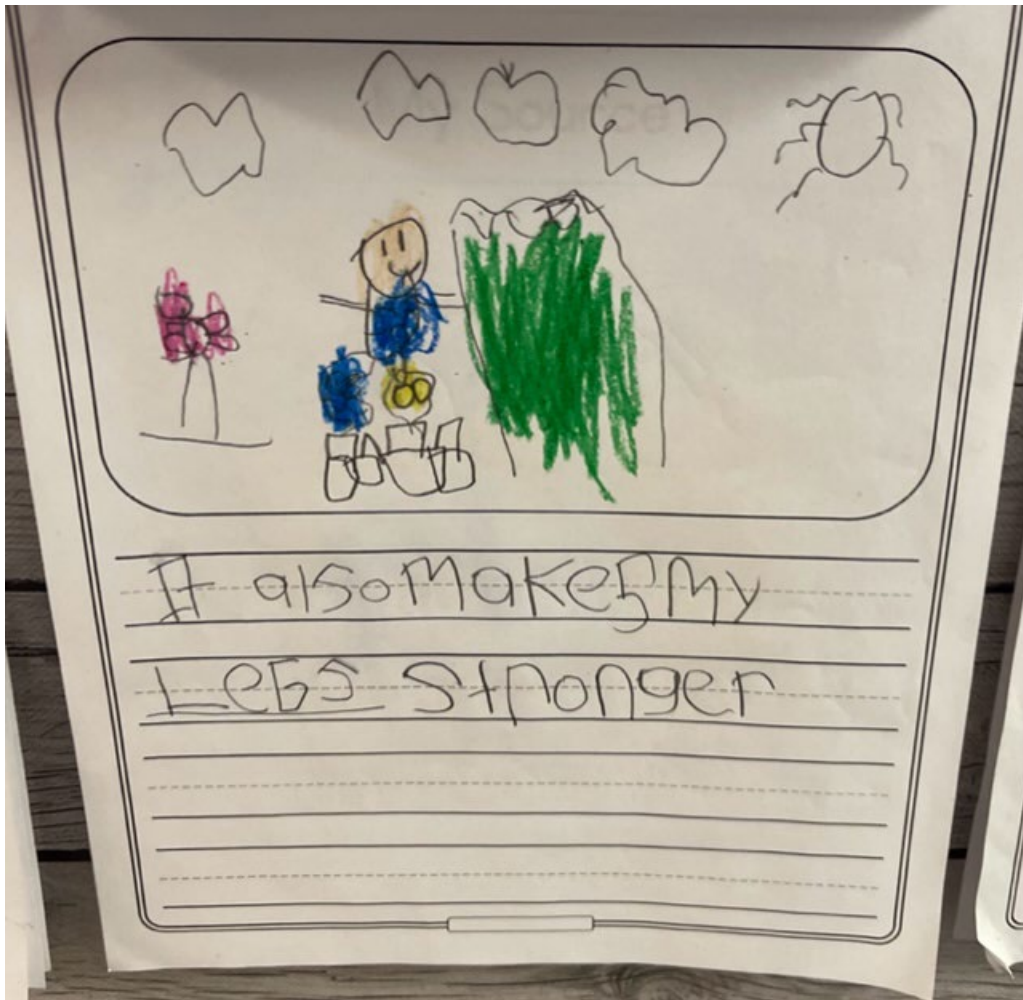


Student A



Student B





As we can see from the two student products I have included here, both students used the sentence frames to write their sentences. Student A wrote about swimming and gave a reason why swimming is a healthy physical activity. He worked with a more proficient writer to write his sentences. Student B wrote about jumping and gave two reasons why he thinks jumping is a healthy physical activity. He is at a higher level of English proficiency than Student A.

### Reflection

Differentiation is a great way to help students at different proficiency levels and with diverse learning styles succeed academically. Students have different needs, therefore, we need to make sure we differentiate the content we present in the classroom, the process in which

students interact with the content and the product in which students demonstrate their knowledge of the content. As I revised my original lesson plan, I understood the important role that differentiation plays in the classroom. I modified the lesson activities, materials and assessment tasks by adding nonverbal language such as gestures and body movements, visuals such as picture cards and drawings, sentence frames and pair work to help students identify a physical activity that they can do to stay fit and healthy, explain why they chose that activity and express their opinions about the physical activities chosen by their peers. The writing activity, which is the final assessment task of the lesson, allowed students to produce work using what they learned from the video, book and class discussion in a creative and engaging way. It also helped me assess the students' understanding of the lesson and provide feedback on their products.

It was a little challenging at the beginning to identify the areas in the lesson plan that needed to be differentiated to cater to the students' levels of language proficiency and learning styles. I thought about different methods I could integrate into the lesson to enhance instruction and learning. Even though it was difficult at first to incorporate these methods into specific parts of the lesson plan, I was really glad I did, because I saw the impact that differentiation had on the students' ability to understand and connect with the content at a deeper level.

## References

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.).

Association for Supervision and Curriculum Development.

Vogt, M., Echevarria, J. J., & Short, D. J. (2016). *Making content comprehensible for English Learners* (5th ed.). Pearson: New York.