

## Differentiated Lesson Plan Reflection

The differentiated lesson plan is for an Algebra 1 class at Homewood High School. The class consists of eighteen 9<sup>th</sup> graders. The students who receive special education services are as follows: one student has other health impairment – attention deficit disorder (OHI – ADD), another student has other health impairment – attention deficit/hyperactivity disorder (OHI – AD/HD), and a third student has a specific learning disability (SLD) – reading comprehension skills. An academic support teacher, working in the special education department, assists all three students as well as others in the classroom. In addition, there are two other students who have an easy grasp of the material and consistently perform above grade level on their assignments and tests.

The lesson is designed to teach students how to write a linear equation in point-slope form given the slope and a single point  $(x_1, y_1)$ . Then, the students will learn how to graph the equation. I plan to introduce the learning targets at the beginning of the lesson so everyone has a clear understanding of what they will achieve. The bell work is meant to review prior knowledge and get the students focused on the lesson. To accommodate the learning needs of the three students receiving special education services as well as the rest of the class, I planned a variety of activities. In lieu of a lecture or reading from the Algebra 1 textbook, the students will watch a brief video introducing them to the point-slope form of a linear equation. The video lesson should be an effective way for the student with SDL – reading comprehension skills to learn. I am also hoping the students with attention deficit problems find the video engaging enough to learn the mathematical concepts that are introduced. Next, I will demonstrate how to write a linear equation in point-slope form given the slope and a single point. I will also graph the equation. Then, I will ask for student volunteers to come to the whiteboard and demonstrate how to write linear equations in point-slope form given their slope and a single point. I will also ask for student volunteers to graph the equations. I plan to encourage the students with OHI – ADD and OHI – AD/HD to participate in this activity so they stay focused on the lesson content. I also hope the opportunity to practice writing and graphing linear equations in point-slope form on the whiteboard will adequately prepare the SLD – reading comprehension skills student for the class work/homework assignment. Next, I will provide the students with a handout that includes a reference sheet and the assignment. The first page highlights the important points of the lesson, including a link to the video they watched in class, the formula for the point-slope form of a linear equation, and an example. This information will benefit all students, but should be very helpful to the students receiving special education services since it provides a review of the material learned in class. The first assignment is designed so the problems become progressively more difficult. Everyone in the class is expected to complete the first five problems with only minor mistakes, building confidence in their math skills. The majority of the class should complete the next seven problems with little to no help. The last three problems are particularly challenging and require the students to work beyond the material discussed in class. These problems are designed specifically for the two students who do exceptionally well in the class, although anyone may try to solve them. As a reminder to all students, especially the students receiving special education services, I capitalized and bolded the information about graphing since it is an additional step that is easily overlooked. The students are expected to complete any ten of the fifteen problems listed. They can choose to work individually or in pairs

on the assignment. I plan to encourage the students with attention deficit problems to work in pairs with other students who will help them stay on task. I also plan to spend some extra time working with the SLD – reading comprehension skills student. The academic support teacher is also available to provide assistance to the students receiving special education services as well as other students in the classroom. This gives me the opportunity to walk around the class, gauge how well the students understand the lesson, and provide assistance to students who are struggling with the material or have questions. If the assignment proves too difficult for some students, a second assignment is available for them to complete as an alternative. The problems begin with a review of the material discussed in class before it becomes progressively more challenging. The last three problems include a real life, relatable word problem and can be assigned to students who are ready for more difficult work. Before the end of class, all students will complete an exit slip to help me assess their understanding of the material and plan for future lessons. The link to The Math Dude video, the video and sound recordings for the activities on the Promethean board, and a copy of the assignment will be posted on the class website as a backup resource in case any of the students misplace their assignment or need to review the material again. This information is beneficial to all students, especially the students with disabilities.