**Differentiation**

* + Lee
    - In order to accommodate for a student like Lee you have to consider both his strengths and his concerns. Lee displays strengths in remembering facts, attention to detail, time management, math and science. The concerns that Lee has is he is not very good at generating new ideas, relating new knowledge to personal experience and brainstorming. The way that I would accommodate for this specific unit would be to get him to focus on the mathematics involved in the lesson and to partner him with the more creative members of the class. I would relate both the concepts of the factors of production and supply and demand to math. The factors of production can be seen as inputs in a formula to receive an output and supply and demand involves increases and decreases in different numbers to create a curve. Then for the unit project I would place him a group that had people that were creative enough to come up with the idea for the business and encourage the group to put Lee in charge of crunching the numbers since he is good at math and is so attentive to detail. Then for the vocabulary lesson I could call on Lee for problems that are either mathematics or memorization and not the open ended concepts.

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| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction | Tiered assignments and products. Accommodations can be made when creating the timeline to adjust the parameters to meet the ability of the student. For example, require fewer inputs. |
| Concept Development or Attainment | Multiple levels of questions. The majority of the class is a group discussion in which the teacher can adjust the difficulty and type of questions throughout the class based on the needs of the students. |
| Inquiry | Multiple levels of questions. This class is primarily through the use of a SMARTBOARD lesson where there are many levels of problems in regards to debt management. The difficulty and type of question varies throughout the presentation. |
| Cooperative Learning | Flexible grouping. Students will be working in groups to complete projects where groups can be assigned based on student ability and each student can have a different job that is appropriate to their skill level. |
| Choice (model of your choice) | Flexible grouping. Students will be working in groups to create study guides for the unit test. Groups can assigned strategically. |