

Differentiation

Model Lesson Plan	Type of Differentiated Instruction with short description.
Direct Instruction: Midpoint and Distance Formulas	I will provide Guided Notes for note taking for all students. For students who are more challenged, this will help guide them through the introduction of the Midpoint Formula and the development of the Distance Formula in Part III. This way they can spend more time focusing on the material. Students may also be permitted to verbally explain their answers to the "Midpoint and Distance - Assessment". Flexible Grouping will be used during guided practice. I will divide the students into mixed-achievement groups so that peers can share insights and skills.
Concept Development or Attainment - Concept Development Model: Measure and Classify Angles, Classify Polygons	I will provide a graphic organizer for note taking for all students. For "Measure and Classify Angles", have students draw an example of each angle classification and the accompanying angle measurement criteria (limit). For "Polygons", I have provided a graphic organizer and guided notes. During the Concept Development Model, Multiple Levels of Questions can be used to guide students through the steps in order to help students advance their problem solving skills and to draw out responses. I will need to model step 4, which is regrouping or relabeling of items, to give guidance to students who are new to the model. The Think-Pair-Share Strategy would be useful in step 5, synthesizing information, to help students with the more challenging concepts concerning identifying polygons (convex, concave, equilateral, equiangular, and regular). The Think-Pair-Share Strategy will also be used in the "Activity: Fold an Angle Bisector ". Additionally, students may work in pairs for the independent portion of the guided practice, so I will pair students who need extra help with someone who is more comfortable with the material.
Inquiry: Describe Angle Pair Relationships	I will provide guided notes for pairs of angles. Flexible Grouping can be used during the inquiry section of the lesson where students are asked to describe angle pair relationships. When searching for statements to describe relationships, students will be allowed to brainstorm in groups and/or to search their textbooks for examples to prove their statements. These smaller groups will provide an atmosphere where students feel more comfortable to "think aloud" as they reason through a solution and to bounce ideas off one another. Students will work with a partner to complete the classwork.
Cooperative Learning - Student Teams-Achievement Division (STAD) Model: Find Perimeter, Circumference, and Area	This model naturally provides differentiation opportunities by placing students into teams with one member from the high achievement, high average achievement, low average achievement, and low achievement groups. This type of grouping helps students learn from the different degrees of prior knowledge brought to the group, and the groups can build on strengths and shore up weaknesses. This environment will also encourage participation of reluctant students. Tiered Assignments and Products - can be used in the final step of the STAD model for low achieving students by allowing for demonstrating correct use of the formulas and their variables, without focusing on exact computations.
Choice - Vocabulary Acquisition Model: Identify Points, Lines, and Planes; Use Segments and Congruence	Students will be given a graphic organizer of key vocabulary, where I will have them represent the meanings of the word with a picture and name designation.