

Africa Lesson Plans

Lesson Plan One: Geography of Africa

In this lesson students familiarize themselves with the different geographical features of Africa. They will work in small groups to understand the political and physical landscape. Moreover, they will analyze maps covering population density and climate. Finally, they will learn about environmental issues affecting the continent such as the lack of access to clean water and sanitation and the impact of deforestation.

Social Studies Standards Covered: **SS7G1, SS7G2, SS7G3**

Map and Globe Skills Covered: **6, 7, 8, 11**

Reading Standards for Literacy in History/Social Studies: **L6-8RHSS2, L6-8RHSS7**

Writing Standards for Literacy in History/Social Studies: **L6-8WHST2**

Lesson Plan Two: The Government of Africa

In this lesson students will first look at how to differentiate the three main types of governments. Then, they will read on how parliamentary and presidential democracies differ, and compare them to authoritarian governments. Fourth, they will take a deep dive into the consequences of government instability by examining how famine and low education rates are linked to despotic leaders.

Social Studies Standards Covered: **SS6CG1, SS6CG2**

Map and Globe Skills Covered: **4, 6, 8, 10, 11**

Reading Standards for Literacy in History/Social Studies: **L6-8RHSS2, L6-8RHSS4, L6-8RHSS7**

Writing Standards for Literacy in History/Social Studies: **L6-8WHST2**

Lesson Plan Three: Economy of Africa

In this lesson students will familiarize themselves with the meaning of economics. Moreover, they will learn about the natural resources, services, and drivers of American economic systems. They will learn about the various economic styles found throughout the continents and will eventually compare and contrast the region as a whole.

Social Studies Standards Covered: **SS7E1, SS7E3**

Map and Globe Skills Covered: **4, 6, 8, 9, 10, 11**

Reading Standards for Literacy in History/Social Studies: **L6-8RHSS2, L6-8RHSS4, L6-8RHSS7**

Writing Standards for Literacy in History/Social Studies: **L6-8WHST1**

Lesson Plan Four: History of Africa

In this lesson students will learn about the Scramble for Africa and explore colonization's impact on the continent. Afterwards, they'll read on linguistic diversity. Finally, they'll examine African independence by looking at Pan-Africanism and South African apartheid.

Social Studies
Standards
Covered:
SS7H1

Map and
Globe Skills
Covered:
**4, 6, 8, 9, 10,
11**

Reading
Standards for
Literacy in
History/Social
Studies:
**L6-8RHSS2,
L6-8RHSS4,
L6-8RHSS7**

Writing
Standards for
Literacy in
History/Social
Studies:
**L6-8WHST1,
L6-8WHST2,
L6-8WHST4**

Lesson 1: Geography of Africa

Lesson Overview

1.1 and 1.2 (30 Min): Students will grasp an understanding of the major political geography of Africa.

- Break students into 6 groups and assign each group a space on the board. Explain that when you say START, they will have 90 seconds to list as many countries, cities or landforms in Africa as they can. This includes things such as bodies of water, mountain ranges, etc. When the 90 seconds are up, direct groups to tally up their totals. Briefly check that each group's answers are correct. The group with the most items wins! Explain to students that they just listed physical geographic features. Then explain that they will be learning about more geographic features of Africa.
- Ask them to list any physical features that make their own area unique.
- Go over 1.1 and 1.2, having students labeling all required items.

1.3 and 1.4 (15 Minutes): Students will understand about population density in Africa as well as the various climate zones that can be found.

- Show students a population density map of the U.S.
- <https://www.census.gov/library/visualizations/2021/geo/population-distribution-2020.html>
- Do a think-pair-share discussing which areas are the densest, brainstorming some explanations for why populations tend to be greater along the coasts and less dense in the Midwest (fewer big cities may mean fewer work opportunities; more land available and spread out communities in the Midwest; deserts in the Southwest; dry climate in the Midwest not supporting larger populations, etc.). –

Standards Covered

Social Studies Standards Covered:

SS7G1 Locate selected features of Africa.

1. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.
2. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.

SS7G2 Explain environmental issues across the continent of Africa.

1. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.
2. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.

SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest impact trade and affect where people live.

Map & Globe Skills:

4. Compare and contrast the categories of natural, cultural, and political features found on maps
6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. Draw conclusions and make generalizations based on information from maps
11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

Information Processing Skills

1. compare similarities and differences

<ul style="list-style-type: none"> - Go over slides 1.3 and 1.4, answering questions in the workbook. - Ask students what the climate is in their area. Have them compare the climate in the U.S. and in Africa. <p>1.5 and 1.6 (20 Minutes): Students should understand that lack of access to clean water remains a health concern for many parts of the continent and can lead to poverty and starvation.</p> <ul style="list-style-type: none"> - Warmup - Ask students to think about the political features and climate zones in Africa. Have them make hypotheses about droughts and access to water. - Watch the linked video below (also on 1.5 of interactive notepad) https://www.youtube.com/watch?v=U1MM4V3_faY&t=2s - Using the political and physical maps explored in 1.1 and 1.2 and the map on 1.5, ask them to make several observations regarding access to clean water in different parts of the continent. - Before looking at 1.6, ask students to define deforestation in their own words by breaking apart the prefix and root word. - Watch the video below (or linked on the interactive notepad) and direct students to answer the questions. https://www.youtube.com/watch?v=aVmg3W_mAj8 - Ask students to think of several ways they can fight deforestation in their own area. 	<p>3. identify issues and/or problems and alternative solutions 7. interpret timelines, charts, and tables 11. draw conclusions and make generalizations</p> <p><u>Reading Standards for Literacy in History/Social Studies</u></p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Writing Standards for Literacy in History/Social Studies</p>		
<p>Additional Suggested Resources</p>	<p>Rainfall contributes to population density</p> <p>Deforestation</p> <p>Climate Map of U.S.</p>	<p>Materials from Aboki Box:</p>	<p>Aboki Box Magazine Student Workbook</p>

Differentiated Supports

**Additional
Instructional
Supports**

- Re-voicing
- ✓ Explaining
- ✓ Prompting for participation
- Challenging or countering
- Asking "Why?" "How?"
- Reread
- Practice new academic vocab.
- Assistive technology
- Pre-teach & re-teach in a different way
- ✓ Repetition
- Use of manipulatives
- ✓ Collaborative work
- ✓ Direct/explicit instruction
- "Chunking"
- ✓ Accommodating different learning styles
- Create differentiated text sets

**Specially Designed
Instruction for
Special Education
Students**

- Conferencing
- ✓ Additional time
- Small group collaboration
- Modify quantity of work
- Take student's dictation
- Scaffold information
- ✓ Differentiated content process or product
- Consistent reward system
- ✓ Refer to students' IEP or 504 plan
- Assistive technology

**Strategies for
English Language
Learners**

- ✓ Visuals/Realia
- Front-loading
- Echoing/Choral response
- ✓ Color-coding
- ✓ Multiple exposures in different media
- ✓ Pair-share
- ✓ Modeling
- Language scaffolds: eg, sentence frames
- Deconstruct complex sentences and texts
- ✓ increased opportunities for student-student talk
- Strategic vocabulary instruction
- ✓ Additional think time

Lesson 2: Government of Africa

Lesson Overview

2.1, 2.2, 2.3, 2.4 (30 Minutes): Students will understand the three main types of governments found in Africa (democracy, hybrid and authoritarian). They will also understand the difference between parliamentary democracies and presidential democracies.

- As students enter the room, direct them to think – pair – share an answer to the following question: “What does it mean to live in a democracy?” After they share answers with neighbors, allow student volunteers to share their answers. By the end of the conversation students should know that democracy directly translates to “power to the people”; in modern democracies elections are “free and fair,” free in that voting rights are given to citizens within reason (for example, it is a voting restriction to stop 3 year old’s from voting, for good reason); fair in that the tallied votes are accurate.
- Explain to students that they will be learning about the governments found in Africa. Although there are many different types of governments, they mostly fall into three categories: democracy – people have power in society and are able to vote in free and fair elections; hybrid – people have little power and elections are often restrictive or are not free and fair; authoritarian – the government is led by dictators or monarchs that hold absolute power.
- Divide the class into four groups and assign one of the pages from 2.1-2.4 amongst the groups. Each group will share their findings with the rest of the class. After each group finishes their task, they will deliver a 2-minute presentation to the class on their findings. Direct groups to project their interactive notebook page on the screen or write their

Standards Covered

Map & Globe Skills:

4. Compare and contrast the categories of natural, cultural, and political features found on maps
6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
8. Draw conclusions and make generalizations based on information from maps
10. Compare maps of the same place at different points in time and from different perspectives to determine changes
11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

Information Processing Skills

1. compare similarities and differences

Reading Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Social Studies Standards Covered

Government/Civic Understandings

SS7CG1 Compare and contrast different forms of citizen participation in government.

1. Explain the role of citizen participation in autocratic and democratic governments.
2. Describe the two predominant forms of democratic governments: parliamentary and presidential.

answers on the board, then allow other groups to record their answers.

(If completing this activity on paper share the following links with students electronically or print QR codes (final page of worksheet) and allow students to use phones to scan the QR codes)

2.2 -

<https://www.youtube.com/watch?v=FvLtVmAsAiY>

2.3 -

https://www.youtube.com/watch?v=_AD_mOVt5hU

2.4 -

<https://www.youtube.com/watch?v=GokgRkJ66yw&t=1s>

2.5 and 2.6 (20 Minutes): Students will understand how authoritarian governments can bring about many negative effects such as famine and low education rates.

- Ask students to discuss in groups what they think makes a great political leader. Have them write answers on the board.

- Ask them which traits would describe a dictator.

- To relate the material to their lives, ask, "How do you think you'd feel living in a country where you are told you cannot go to school?"

- Ask students to hypothesize the ways that an authoritarian leader might impact the citizens of a country.

- Show students the video linked below (and in interactive notepad to show how authoritarian governments can lead to famine and have students discuss answers.

- <https://www.youtube.com/watch?v=EQwe1YVRAk4>

- Direct students to answer the final question independently.

3. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).

SS7CG2 Analyze how government instability in Africa impacts standard of living.

a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.

Additional Suggested Resources

[Democracy in Retreat in Africa](#)

[Corruption in Nigeria](#)

[Kenya and Corruption in Voting](#)

[Africa and Democracy](#)

Materials from Aboki Box:

Aboki Box Magazine
Student Workbook

Differentiated Supports

Additional Instructional Supports

- Re-voicing
- ✓ Explaining
- ✓ Prompting for participation
- Challenging or countering
- Asking "Why?" "How?"
- Reread
- Practice new academic vocab.
- Assistive technology
- Pre-teach & re-teach in a different way
- ✓ Repetition
- Use of manipulatives
- ✓ Collaborative work
- ✓ Direct/explicit instruction
- "Chunking"
- ✓ Accommodating different learning styles
- Create differentiated text sets

Specially Designed Instruction for Special Education Students

- Conferencing
- ✓ Additional time
- Small group collaboration
- Modify quantity of work
- Take student's dictation
- Scaffold information
- ✓ Differentiated content process or product
- Consistent reward system
- ✓ Refer to students' IEP or 504 plan
- Assistive technology

Strategies for English Language Learners

- ✓ Visuals/Realia
- Front-loading
- Echoing/Choral response
- ✓ Color-coding
- ✓ Multiple exposures in different media
- ✓ Pair-share
- ✓ Modeling
- Language scaffolds: eg, sentence frames
- Deconstruct complex sentences and texts
- ✓ increased opportunities for student-student talk
- Strategic vocabulary instruction
- ✓ Additional think time

Lesson 3: Economy of Africa

Lesson Overview

3.1, 3.2: Students will understand the importance of natural resources to African economies and how investing in human capital can create economic wealth.

- Write the word “economy” on the board. When the bell rings, direct students to think-pair-share with their neighbors what the word economy means. By the end of the discussion students should understand that an economy is the measure of wealth for a country or region. It includes everything from the creation of goods, collection of natural resources, unemployment and employment and any way that money changes hands; and that the statistic that measures the economy of a nation is called “GDP” or “gross domestic product.”
- Ask students which natural resources are abundant in their region or state.
- Ask students to read the blog posted on the digital workbook and then have students answer questions.
- For 3.2, show students the video (link below and in interactive notepad) and have them discuss with a neighbor the ways in which human capital strengthens the economy.
- https://www.youtube.com/watch?v=J_ZziOZ3DWY&t=1s
- Remind students of the definition of literacy. Explain that investing in education (therefore improving literacy rates) can greatly impact economic growth. Complete the questions provided.

3.3, 3.4, 3.5, 3.6 (25 Minutes): Students will understand how the Nigerian, Kenyan, Congolese and South African economies work.

- Have students point out the location of Nigeria, Kenya and South Africa on the map.

Standards Covered

Map & Globe Skills:

- 4. Compare and contrast the categories of natural, cultural, and political features found on maps
- 6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 8. Draw conclusions and make generalizations based on information from maps
- 10. Compare maps of the same place at different points in time and from different perspectives to determine changes
- 11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

Information Processing Skills

- 1. compare similarities and differences

Reading Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies

GA Social Studies Standards

Economic Understandings

SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.

- Divide the class into at least 4 groups (for larger classes assign sections more than once). Assign to each group one of the pages to complete (3.3, 3.4, 3.5 or 3.6). Have them present their findings to the class.

(If completing this activity on paper share the following links with students electronically or print QR codes (final page of worksheet) and allow students to use phones to scan the QR codes)

3.3 -

<https://www.stears.co/article/is-the-nigerian-economy-capitalist-socialist-or-mixed/>

3.4 -

<https://www.worldbank.org/en/news/feature/2019/06/24/why-everyone-in-south-africa-should-care-about-the-countrys-human-capital>

3.5 -

<https://www.usaid.gov/kenya/economic-growth-and-trade#:~:text=OVERVIEW,a%20diverse%20and%20dynamic%20economy.>

3.6 -

<https://www.youtube.com/watch?v=JHk66YFBqu8&t=1s>

1. Evaluate how literacy rates affect the standard of living.
2. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
3. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
4. Explain how the distribution of natural resources affects the economic development of Africa.

SS7E1 Analyze different economic systems.

1. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
2. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
3. Compare and contrast the economic systems in South Africa, Nigeria, and Kenya.

Additional Suggested Resources

[Local businesses in Africa](#)

Materials from Aboki Box:

Aboki Box Magazine
Student Workbook

Differentiated Supports		
Additional Instructional Supports	Specially Designed Instruction for Special Education Students	Strategies for English Language Learners
<ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology 	<ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time



Lesson 4: History and Culture of Africa

Lesson Overview	Standards Covered
<p>(50 minutes) Warmup - Talk to the people around you... How many countries do you think there are in Africa? (DO NOT CHEAT) As students discuss with neighbors, project a map of Africa or put a globe at the front of the class with Africa facing the students. After students share with neighbors, allow student volunteers to share out answers. (54 Countries)</p> <p>Explain to students that today we are going to learn more about Africa. We will learn about the many different cultures, religions, ethnicities, and some of the modern history that shaped the continent today. We will learn some of the reasons why there are 54 countries on the continent.</p>	<p><u>GA Social Studies Standards</u></p> <p>SS7H1 Analyze continuity and change in Africa.</p> <ol style="list-style-type: none"> 1. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today. 2. Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria. 3. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk. <p><u>Map & Globe Skills:</u></p> <ol style="list-style-type: none"> 4. Compare and contrast the categories of natural, cultural, and political features found on maps 6. Use map key/legend to acquire information from historical, physical, political, resource, product, and

Break students up into 5 groups and assign each group a page 4.1-4.5. In small groups they will break down their source and answer the questions. Then in order they will project their interactive notepad page to the class and give a short 90 second presentation on what they learned. As groups present ensure students share the following information:

4.1 - Sub-Saharan Africa is home to countless ethnicities, especially along the equator. This tells us that Africa is a tremendously diverse place (meaning there are many different cultures of people living there).

4.2 - Students should understand that North Africa is predominantly Muslim, whereas Southern Africa is primarily Christian. In areas of high ethnic diversity religion is also diverse.

4.3 - Although there are blue dots (conflict) throughout the continent, much of the conflict is concentrated along the Sahel region/areas of high ethnic diversity. When compared to the Ethnicity and Religious diversity map, there is a clear connection.

4.4 - Students should understand that at the turn of the 20th century Africa was divided up into colonies by Europeans. They did not consider any ethnic, religious, or nation's borders. They simply drew lines on a map and started exploiting people and resources. The borders they drew had a major impact on the borders today. They grouped together rival nations and set the stage for violence.

4.5 - Prior to the scramble for Africa, there were already borders there. The Europeans grouped together and divided nations caused a significant amount of conflict and turmoil.

Instruct students to return to their seats.

4.6 - Direct students to complete the writing assignment. They should use information they learned from the group presentations to support their writing.

Finally as a large group complete the final section of the lesson 4.7 (New Scramble) Show students the

economic maps

8. Draw conclusions and make generalizations based on information from maps

10. Compare maps of the same place at different points in time and from different perspectives to determine changes

11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

Information Processing Skills

1. compare similarities and differences

Reading Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies

L6-8WHST1: Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or

opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an

understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),

counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific

video. By the end of the video they should understand the following:

1. Africa’s natural resources are still being pursued by outside nations. Particularly China and Russia.
2. There are hopes the investment in infrastructure will help Africa in a positive way this time around, however the same dangers are still present that occurred the first time around.

(If completing this activity on paper share the following links with students electronically or print QR codes (final page of worksheet) and allow students to use phones to scan the QR codes)

4.4 -

<https://www.youtube.com/watch?v=DduN1cU2p9U>

procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

L6-8WHST3: (See note; not applicable as a separate requirement)

➤ Production and Distribution of Writing

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Additional Suggested Resources

Materials from Aboki Box:

Aboki Box Magazine
Student Workbook

Differentiated Supports

Additional Instructional Supports

- Re-voicing
- ✓ Explaining
- ✓ Prompting for participation
- Challenging or countering
- Asking "Why?" "How?"
- Reread
- Practice new academic vocab.
- Assistive technology
- Pre-teach & re-teach in a different way
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Specially Designed Instruction for Special Education Students

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Strategies for English Language Learners

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