**Table 11.3** Co-Teaching Differentiation Lesson Planning Matrix Fourth Grade Example

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| **For each time block, what/how are we teaching?** | **What are differentiated instructional needs of our students?** | **Which co-teaching approach(es) will we use?** | **COOPERATING**  **TEACHER**  **What will I do?**  **(If one is doing this…)** | **TEACHER**  **CANDIDATE**  **What will I do?**  **(The other is doing this…)** |
| Review Math Homework | Several students are easily distracted; several students need further clarification on math procedures and concepts | ***Supportive***  Parallel  Complementary  Team | I am leading.  I go over the answers for the math homework and clarify concepts and procedures, as needed. | I am supporting.  I make sure children are listening and “tutor” and redirect as needed to be sure questions are answered. |
| Math mini-lesson: multiplying fractions | Four students in the class need visual and concrete representations, (i.e., manipulatives) to construct their understanding | Supportive  Parallel  ***Complementary***  Team | I am leading  I teach the mini-lesson on the concept and skills of multiplying fractions | I am complementing.  I provide illustrations and fraction models while my co-teacher is teaching the concept/skills |
| Differentiated Guided Practice of Fraction Multiplication | Students have different levels of support needs, so homogeneous small group work with manipulatives provides targeted support to student with needs | Supportive  ***Parallel***  Complementary  Team | I work with a group of struggling students who need pizza pie manipulatives to practice multiplying fractions. | I work with and monitor the rest of the groupings of students who are ready to use drawings, paper & pencil to multiply fractions. |
| Reading Fluency using iPods | Students benefit from close monitoring, in order to note any student struggling with iPod recording process or with evaluation of their recording. | ***Supportive***  Parallel  Complementary  Team | I am leading.  I facilitate students reading the section of text into their iPods and then evaluating their fluency based on our criteria | I am supporting.  I listen in as they read/record and support those struggling. I make sure they use each criteria when they are prompted to evaluate |